DOCUMENT RESUME

ED 293 116	CS 009 126
AUTHOR	Marzano, Robert J.; Marzano, Jana S.
TITLE	A Cluster Approach to Elementary Vocabulary Instruction.
INSTITUTION	International Reading Association, Newark, Del.
REPORT NO	ISBN-0-87207-232-0
PUB DATE	88
NOTE	271p.
AVAILABLE FROM	International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 232, $10.00 member, $15.00 nonmember).
PUB TYPE	Books (010) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Vocabularies/Classifications/Dictionaries (134)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Basic Vocabulary; *Content Area Reading; Elementary Education; Learning Processes; Teaching Methods; *Vocabulary Development; *Vocabulary Skills; Word Lists
IDENTIFIERS	Cluster Approach (Vocabulary); Semantic Mapping

ABSTRACT

Intended for elementary school teachers, researchers, and materials developers, this book presents a cluster approach to vocabulary instruction, in which words are taught in semantically related groups. Over 7,000 words from elementary school textbooks have been organized into 61 instructional clusters, each containing two levels of subclusters which are grouped according to closeness of semantic relationship. For each word, the authors have provided a recommended grade level, its part of speech, and a note on whether it is a basic, fundamental building block word. The list of clusters is presented in the appendix. The four chapters that precede the appendix describe vocabulary theory, procedures for forming the clusters, instructional uses of the clusters, and additional vocabulary activities not directly tied to cluster approach. Also included in separate appendixes are (1) an alphabetized, referenced list of the words; and (2) definitions of commonly confused words such as "infer" and "imply." (ARH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Robert J. Marzano
Jana S. Marzano

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. W. Kline
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED293116

A Cluster Approach to Elementary Vocabulary Instruction

CS 009 126

Reading Aids Series

A Cluster Approach to Elementary Vocabulary Instruction

Robert J. Marzano
Mid-Continent Regional Educational Laboratory
Aurora, Colorado
Jana S. Marzano
Englewood, Colorado

An ira Service Bulletin

International Reading Association
Newark, Delaware 19714

INTERNATIONAL READING ASSOCIATION

OFFICERS
1987-1988

President Phylliss J. Adams, University of Denver, Denver, Colorado

Vice President Patricia S. Koppman, PSK Associates, San Diego, California

Vice President Elect Dale D. Johnson, Instructional Research and Development Institute, Boston, Massachusetts

Executive Director Ronald W. Mitchell, International Reading Association, Newark, Delaware

DIRECTORS

Term Expiring Spring 1988
Margaret Pope Hartley, The Psychological Corporation, North Little Rock, Arkansas
P. David Pearson, University of Illinois, Champaign, Illinois
Carol M. Santa, School District #5, Kalispell, Montana

Term Expiring Spring 1989
Marie C. DiBiasio, Rhode Island Department of Education, Providence, Rhode Island
Hans U. Grundin, Language and Literacy Consultant, London, England
Nancy E. Seminoff, Winona State University, Winona, Minnesota

Term Expiring Spring 1990
Jerome C. Harste, Indiana University, Bloomington, Indiana
Jane M. Hornburger, Brooklyn College, CUNY, Brooklyn, New York
Merrillyn Brooks Kloefkorn, Jefferson County Public Schools, Golden, Colorado

Copyright 1988 by the
International Reading Association, Inc.

Library of Congress Cataloging in Publication Data

Marzano, Robert J.
A cluster approach to elementary vocabulary instruction.

(Reading aids series)
Bibliography: p.
1. Vocabulary – Study and teaching (Elementary) – United States. 2. Reading (Elementary) – United States. I. Marzano, Jana S. II. Title. III. Series.
LB1574.5.M37 1988 372.6 88-2923
ISBN 0-87207-232-0

Cover design by Boni Nash

Contents

Foreword v

Preface vii

1
A Theoretical Base for Vocabulary Instruction 1

2
A Category Structure for Vocabulary Instruction 15

3
Some Instructional Uses of the Clusters 26

4
Going Beyond the Clusters 41

Appendix A
Words in Clusters 57

Appendix B
Alphabetized Words 208

Appendix C
Commonly Confused Terms 257

IRA DIRECTOR OF PUBLICATIONS Jennifer A. Stevenson

IRA PUBLICATIONS COMMITTEE 1987-1988 James E. Flood, San Diego State University, *Chair* • James F. Baumann, Purdue University • Janet R. Binkley, IRA • Phyllis E. Brazee, University of Maine • Susan W. Brennan, IRA • Kent L. Brown Jr., *Highlights for Children* • Marie DiBiasio, Rhode Island Department of Education, Providence, Rhode Island • Dolores Durkin, University of Illinois • Claudia Gentile, Syracuse University • Philip Gough, University of Texas at Austin • Margaret K. Jensen, Madison Metropolitan School District, Madison, Wisconsin • John Micklos, Jr., IRA • Ronald W. Mitchell, IRA • Joy N. Monahan, Orange County Public Schools, Orlando, Florida • Allan R. Neilsen, Mount St. Vincent University • John J. Pikulski, University of Delaware • María Elena Rodríguez, IRA, Buenos Aires • Jennifer A. Stevenson, IRA • Anne C. Tarleton, Albuquerque Public Schools, Albuquerque, New Mexico

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinions on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

Foreword

A Cluster Approach to Elementary Vocabulary Instruction is a major work. Its contribution to vocabulary literature is invaluable. It is certain to become a useful resource for teachers, researchers, and authors and publishers of instructional materials.

Marzano and Marzano present an articulate discussion of two opposing positions in vocabulary acquisition: that vocabulary needs to be taught directly and that wide reading is the primary vehicle of vocabulary growth. They wisely take a middle position that both are important. The authors recognize that learners acquire thousands of new words through context. Context, however, is often insufficiently rich to enable learning words that may be important to understand a particular reading passage or content discipline or to expand general background knowledge. When context is not rich, vocabulary must be taught.

The authors argue for a categorical cluster approach to vocabulary instruction. Such an approach recognizes the power of schema theory and the elegance of learning words in association with semantically related words. They describe and exemplify such proven instructional strategies as semantic mapping (referred to as "attribute comparison"). Drawing on the work of other vocabulary researchers and scholars, Marzano and Marzano explain the strength of learning three types of meaning for each new word: conceptual/associational, contextual, and definitional.

Certainly the strongest feature of the book and the unique contribution it makes to scholarship and pedagogy is the development and presentation of semantically related categories of words. Using several sources, the authors selected 7,230 elementary school words and organized them into three levels of instructional clusters.

At the top are 61 superclusters (e.g., feelings and emotions). These superclusters contain words that are semantically related. At the middle level are 430 clusters that contain words with closer semantic ties (e.g., fear, anger, excitement, joy). Beneath the clusters are more than 1,500 miniclusters that list words with the strongest semantic ties (e.g., *startle*: scare, frighten, terrify). For each word, the authors have provided a recommended grade level, its part of speech, and a description of whether it is a basic, fundamental building block word. Their procedures are well described; they are systematic, rigorous, and sensible.

The only shortcoming of the lists is acknowledged by the authors: "It is important to note that many of the words on the list are sex stereotyped because these lists are based on basals written before publishers began to reduce sex stereotyping in books for children."

The book contains four chapters that describe vocabulary theory, procedures for forming the clusters, instructional uses of the clusters, and additional vocabulary instruction. The book also contains three appendixes. Appendix A presents the words within their clusters; Appendix B is an alphabetized, referenced list of the words; and Appendix C defines commonly confused words such as *infer* and *imply*. Teachers, writers, and researchers will refer frequently to these appendixes.

Marzano and Marzano are to be congratulated for their scholarly contribution, and the International Reading Association is to be commended for this publication.

Dale D. Johnson
Instructional Research and Development Institute
Brookline, Massachusetts

Preface

In recent years, teachers and researchers have become increasingly aware of the importance of vocabulary knowledge to reading and other academic areas. Yet there is also growing disagreement as to how much emphasis should be placed and how much time should be spent on direct vocabulary instruction. Research indicates direct vocabulary instruction does improve vocabulary knowledge for words taught directly, especially when certain practices and procedures are observed. However, no clear evidence indicates that vocabulary instruction transfers to words not taught directly. Students encounter so many words in their content area textbooks that direct instruction in all words is virtually impossible. Some theorists and researchers suggest the use of wide reading and language rich activities as the primary vocabulary development technique.

In this monograph we take a compromise position, asserting that use of wide reading and language rich activities should be a primary vocabulary development tool, but that direct vocabulary instruction can augment incidental vocabulary learning if structured in specific ways. We have developed a cluster approach to direct vocabulary instruction in which words are taught in semantically related groups. Such a structure provides for many diverse instructional activities, including teaching a word as a label for a known concept, providing an experiential base for new concepts, and relating new words encountered during reading to known concepts and categories.

To facilitate a categorical approach to instruction, we have organized 7,230 words found in elementary school textbooks into 61 instructional clusters, each containing two levels of subclusters. These are presented in the Appendixes. The four chapters preceding the Appendixes describe underlying theory and how the instructional clusters were developed and suggest ways to use the clusters for vocabulary instruction.

The clusters and accompanying strategies are tools to aid the elementary school teacher in the difficult task of fostering in students a deep and comprehensive vocabulary knowledge.

RJM

JSM

Chapter 1

A Theoretical Base for Vocabulary Instruction

The importance of vocabulary development to general academic achievement has been recognized for years. Anderson and Freebody (1981) report a strong relationship between vocabulary and academic performance. For example, the relationship between vocabulary knowledge and intelligence test performance is one of the most robust findings in the history of intelligence testing. Similarly, vocabulary knowledge has been found to predict reading comprehension in various countries and across age groups and content areas (Thorndike, 1973).

The importance of vocabulary is most easily understood if considered from a linguistic perspective. Condon (1968) explains that a word is a label for an internal reality. When you create a label, you also create a set of new perceptions. To illustrate, he talks about taking a course in astronomy. Before taking the course, you might look at the night sky and see only a sea of stars. After a few weeks of the course, you begin to see novas and galaxies. The creation of labels (words) is a tool we use to structure perceptions; new labels foster new perceptions. As Condon (p. 31) says, "when names are learned we see what we had not seen before, for we know what to look for."

Given Condon's explanation of the nature of words, we might conclude that a society's words represent its concepts. Indeed, the isomorphic relationship between concept knowledge and word knowledge is commonly accepted by most researchers and theorists. For example, Klausmeier and Sipple (1980, p. 78) define concept knowledge in terms of word knowledge, stating that a concept is the "socially accepted meaning of one or more words which express the concept." It is no wonder that vocabulary knowledge is so closely related to academic success. The number of words students know represents the concepts and information they know. Because of the close tie between vocabulary knowledge and concept knowledge, we will use the terms *word* and *concept* interchangeably in the remainder of this text.

The Inequality of Vocabulary Knowledge

There is an obvious discrepancy among different age and socioeconomic groups relative to their vocabulary knowledge. In 1941, Smith (cited in Nagy & Herman, 1984) found that for students in grades four through twelve there was about a 6,000 word gap between students at the 25th and 50th percentiles on standardized tests. Using a more advanced method of calculating vocabulary size, Nagy and Herman (1984) estimated the difference to be anywhere between 4,500 and 5,400 words for low versus high achieving students. They also found this differential to be consistent between different socioeconomic strata. They estimated a 4,700 word difference in vocabulary knowledge between upper and lowerclass students. Similarly, they estimated that middleclass first graders know 50 percent more words than do lowerclass first graders.

These findings imply that vocabulary instruction should be a focal point of education for students lacking in general concept knowledge. After reviewing various programs designed for the educationally disadvantaged, Becker (1977) recommended intensive vocabulary training for students from environments where linguistic development is not strongly reinforced.

Recently, however, the notion of teaching vocabulary directly has drawn considerable criticism. Nagy and Anderson (1984) argued that the sheer number of words one would have to teach to prepare students for the concepts in content area textbooks casts serious doubt on the utility of direct vocabulary instruction. Some have taken Nagy and Anderson's comments to mean vocabulary should be fostered solely by wide reading and other general language building activities. Others have taken a position in favor of direct vocabulary instruction and have demonstrated its usefulness in a variety of situations (Beck, McKeown, & Omanson, 1987).

We prefer a compromise position, asserting that some vocabulary should be taught directly using varied instructional approaches and that some should be reinforced via wide reading and language development activities. A diverse theoretical base about word knowledge underlies the instructional approaches presented in this book.

What Do You Know When You Know a Word?

As we have seen, words can be considered labels for concepts. That is, when you know a concept, you also know the label for it. At least two types of labels–phonological and orthographic–are important to vocabulary or concept knowledge. Research (Cohen, 1972; Slowiaczek, Nusbaum, & Pisoni, 1987) indicates the processing of these two types of labels is related. Once an individual learns the phonological label (the sound for the word) and the orthographic label (the letters for the word), the recognition of one label acts as a strong cue to the recognition of the other. This suggests that teaching the phonological and the orthographic labels for a word might be combined more often than they are. Rather than learning spelling and word recognition separately, students can be taught to

11

spell a word at the same time they learn to recognize it and associate meaning. In a review of research spanning twenty years, Templeton (1986) concluded that learning to spell a word is facilitated by explicit reference to the phonological label and the experiences associated with the word. Similarly Frost, Katz, and Bentin (1987) found that the ability to recall a phonological label is greatly affected by the orthographic salience of the word. Knowing both the phonological and orthographic labels for the word can be considered an important aspect of word knowledge from both cognitive and educational perspectives.

Of course, learning a new word is not just a matter of learning a label. Vocabulary knowledge implies a rich understanding of the word. Pearson (1985) contrasts those words for which students know the meaning (meaning vocabulary) with words students can recognize but to which they attach little meaning. Vacca (1986) makes the same distinction in his discussion of simple versus complex word knowledge. At the simple level, students know a word by definition; at the complex level, they associate experiences with the word. Vacca's complex level of word knowledge is similar to what Beck (1984) calls owning a word and what Pearson calls knowing a word in its fullest sense. As an example, being able to say *Duralumin is a strong, lightweight alloy of aluminum* is knowledge of the word at the simple level. Such knowledge does not indicate a pupil really knows what the word means. Nagy (1985) warns that it takes far more than this simple, superficial knowledge of words to make a difference in reading comprehension.

How can complex knowledge or a rich understanding of a word be characterized? The answer to this question lies in an understanding of how information is stored in long term memory. There are a number of theories about how to describe information storage. One common distinction is between episodic and semantic information. Episodic memory contains events that have occurred (Lindsay & Norman, 1977). If you recall your last birthday you probably replay that event in your mind as though it were a movie. Episodic memory is specific; it is about discrete instances in one's past.

Semantic memory is more general. It contains decontextualized information extracted from episodic memory. For example, you might store general information about birthdays in your semantic memory (e.g., they occur once a year, they are pleasant). Researchers once believed that knowledge about words begins as episodes and is transformed gradually to a more semantic representation. In other words, word knowledge initially is made up of specific events and then gradually transforms to general characteristics. However, Whittlesea (1987) has shown that even a fairly sophisticated knowledge of words can be primarily episodic. We associate specific events with words we know, even words that are abstract and fairly general in nature.

Another common distinction about the types of information in long term memory is that between linguistic and nonlinguistic information. Bower (1972) and Paivio (1969, 1971) assert that nonverbal imagery and verbal symbolic processes are the two major components of thinking. This has been referred to as the dual coding theory. Images are more than just pictures in the mind. They include information stored as mental pictures with auditory, kinesthetic, tactile, and emotional elements. Thus, a mental image of a past event would include pictures of the event along with associated memories of smells, sounds, tastes, sensations, and emotions.

Information stored linguistically usually is realized as inner speech. Both Vygotsky (1978) and Piaget (1959) emphasized the importance of inner speech to human cognition. In fact, both asserted that human thought could be characterized primarily in terms of the linguistic representation of information. However, it is a misconception to think that linguistic thought is represented only as words , just as it is a misconception to think that mental images are only pictures in the mind. Linguistic thought probably is represented in its most basic form as highly abstract semantic units. In his explanation of the semiotic theory of language processing, Slobin (1979) asserts that humans code information linguistically into basic forms such as agents, objects, and relationships. We tend to separate our experience into persons, places, and things that act on or are acted on by other persons, places, or things. This occurs at a very deep, prelinguistic level that might be likened to a deep structure semantic level (Schlesinger, 1971). This is similar to the contention of case grammarians (e.g., Fillmore, 1968), who assert that all languages have a deep semantic regularity. The linguistic coding of information contains abstract symbolic representations of information commonly expressed as words. Relating the dual coding theory to word knowledge, we might conclude that information about a word is encoded as images and linguistic symbols. The imagery information can be expressed in a number of ways (e.g., mental pictures, sensations), as can the linguistic information (e.g., words, relationships between words, abstract symbols).

A third perspective of word knowledge is provided by the split brain research of Gazzaniga (Gazzaniga, 1985, Gazzaniga & LeDoux 1978) and others. Working with patients whose corpus callosums had been severed surgically, Gazzaniga was able to isolate fairly specific brain functions. He concluded that the mind stores information in a modular fashion.

> By modularity I mean that the brain is organized into relatively independent functioning units that work in parallel. The mind is not an indivisible whole operating in a single way to solve all problems...the vast and rich information impinging on our brains is broken into parts... (Gazzaniga, 1985, p. 4).

So strong are the modular components in determining human behavior that Gazzaniga characterizes the human mind as consisting of multiple but parallel selves. Sometimes a module or a self contains auditory, olfactory, tactile, visual, and other types of information. Sometimes it consists of only one type of information. Regardless of the composition of a module, it is usually mediated and integrated by language:

> The behaviors that these separate systems emit are monitored by the one system we come to use more and more, namely the verbal natural language system (Gazzaniga & LeDoux, 1978, p. 150).

As it relates to word knowledge, Gazzaniga's theory implies that our knowledge of words can be encoded in many modular forms as combinations of different types of information.

A final view of word knowledge is offered by Underwood (1969), who lists nine cues associated with information stored in long term memory.

Temporal. Recalling when something occurred (remembering the school picnic was just before July 4).

Spatial. Recalling where objects are in relation to one another (remembering that you sat in front of a boy with blond hair in second grade).

Frequency. Recalling how frequently an event occurred (remembering that your teacher said "ah" every time she paused).

Modality. Recalling an event because it made a strong impression on you visually, auditorily, or tacitly (remembering an event because it was associated with a loud noise).

Acoustic. Recalling a word on the basis of its sound (remembering the word *oxymoron* because it sounds strange).

Visual. Recalling a mental image associated with information (remembering the term *bubble search* because it elicits a strong image).

Affective. Recalling information because of an associated emotion (remembering the day you were not picked to be a cheerleader because that made you sad).

Context. Recalling information because of the general context in which it appeared (remembering the classroom in which you learned the difference between *there* and *their*).

Verbal. Recalling information because of a word associated with it (remembering the events of the last Super Bowl when you hear the term *Super Sunday*).

Underwood's nine cues suggest that different types of experiences can be associated with words and those experiences create cues by which words can be retrieved and used.

Changes in Word Knowledge

The fact that word knowledge can be either deep or superficial suggests that knowing a word involves a developmental process (Klausmeier, 1980, 1985; Tennyson & Cocchiarella, 1986).

According to Klausmeier, concept formation progresses through four levels: concrete, identity, classificatory, and formal. Attainment of a concept at the concrete level occurs when something is attended to one or more times, discriminated from other things, and remembered; then later it is attended to, discriminated, and recognized as the same thing. For example, a young child attends to a clock on a wall, discriminates it from other objects, represents it internally, then later retrieves the earlier representation of the clock and recognizes it as the same thing. At this point, the child knows the concept of that particular clock at the concrete level.

Attainment of a concept at the identity level occurs when an individual observes an item and recognizes it as the same one previously encountered in a different context. For example, the child who recognizes the clock after it is removed from one room and placed in another room has attained an identity level concept of that particular clock.

To learn a concept at the classificatory level, a person must already have learned at least two examples of the concept at the identity level. Attainment of the lowest classificatory level of a concept occurs when an individual regards at least two different examples of a concept as equivalent. For example, the child who treats the clock on the wall and the other one on the desk as equivalent has attained the concept of clock at a beginning classificatory level.

Finally, attainment of a concept at the formal level occurs when an individual can correctly identify examples of the concept, give its name, discriminate and name its defining or critical attributes, give a socially accepted definition, and indicate how examples differ from nonexamples.

For instructional purposes, Klausmeier breaks concept formation into three phases. The first phase fosters knowledge of concepts at the concrete and identity levels, the second at the beginning classificatory level, and the third at the mature classificatory and formal levels. The three instructional phases are summarized below.

Phase 1. Concrete and identity levels

1. Make available an item or a picture or other representation of it.
2. Give the item's name and help students associate the name with the item.
3. Immediately provide students with situations in which they must recognize the item (concept). Provide immediate feedback.
4. Make the item (concept) available later, and determine whether students recognize it.
5. Repeat the sequence as necessary.

Phase 2. Beginning classificatory level

1. Make available at least two different examples and one or two obvious nonexamples of the concept.
2. Help students associate the name of the concept with examples. (This differs from the second step of Phase 1 because in this case the student is required to provide the name for the concept.)
3. Help students identify and name the salient attributes of the concept.

4. Ask students to define the concept.
5. Arrange for students to recognize the concept in newly encountered examples. Also ask them to identify nonexamples of the concept.
6. Provide feedback.

Phase 3. Mature classificatory and formal levels

1. Prepare students by establishing an intention for them to become aware of related concepts.
2. Provide examples and nonexamples.
3. Help students identify examples and nonexamples by determining the attributes most commonly associated with the concept.
4. Have students name the concept and list its attributes.
5. Provide for complete understanding of the concept by having students define it.
6. Provide for use of the concept in oral and written language.
7. Provide feedback as to the accuracy of students' knowledge and use of the concept.

We can see from this model that the development of complete concept or word knowledge is a long and detailed process – one that teachers cannot expect to occur incidentally. In fact, Klausmeier says most students cannot attain concepts at the formal level unless they receive explicit instruction.

The work of developmental psychologists such as Carey (1978) and Case (1985) offers another view of changes in word knowledge. It appears that young children initially both undergeneralize and overgeneralize the meaning of newly learned words because they fail to understand important semantic features. Over time, children learn to make finer discriminations among word meanings. For example, children might learn the words *deep* and *shallow* as they apply to swimming pools and use them correctly when applying them to unfamiliar swimming pools. However, they may not see the similarity between how a swimming pool is deep and how holes and puddles are deep, or they may not know that *deep* can be applied to situations in which no water is involved.

One promising area of research in cognition is knowledge restructuring. According to Vosniadou and Brewer (1987), much of the learning that occurs in life cannot be characterized as a gradual linear process of adding new information to old knowledge. Rather, knowledge changes in different degrees and different ways. Piaget (1959) attempted to differentiate between two basic types of knowledge change with his notions of assimilation and accommodation. Simply stated, assimilation involves incorporating new knowledge; accommodation involves modifying prior knowledge. Rumelhart and Norman (1981) describe three types of learning: accretion, tuning, and restructuring. Accretion is change that occurs in existing knowledge structures (called schemata) through the gradual accumulation of factual information. Tuning involves changing schemata through generalizing their application, determining default values, and improving their accuracy. Restructuring refers to changes in knowledge through the creation of new structures.

Vosniadou and Brewer (1987) emphasize restructuring in their discussion of learning, primarily because their studies indicate that some of the most important content related learning involves creation of new knowledge structures. They cite research in science education indicating that young children have gross misconceptions about basic scientific concepts. These are not gradually changed over time, but are replaced with more accurate concepts. To illustrate, young children believe the earth is shaped like a flat disc rather than a sphere. The flat earth notion cannot be changed adequately by accretion or tuning. Instead, a new structure modeling a spherical earth must be created.

Vosniadou and Brewer identify three instructional tools for restructuring: analogies and metaphors, physical models, and Socratic dialogue. Analogies and metaphors facilitate both the spontaneous restructuring of new knowledge and the explicit teaching of new structures. Scientists often construct analogies or metaphors to existing schemata when they try to understand anomalies in existing information. Vosniadou and Ortony (1983) found that both adults and children can use analogies and metaphors to transfer information from a familiar domain to help construct a new schema. For example, light can be understood as a particle and a wave.

Physical models often can do the work of analogies when easily identifiable analogies are not present. Physical models are particularly useful with concrete concepts in the physical sciences because students can construct a schema or representation for the concept by internalizing the physical model. For example, presenting students with a physical model of an atom can help them understand such concepts as *nucleus*, *neutron*, *proton*, and *electron*.

Finally, Socratic dialogue can be used to make students aware of inconsistencies in their knowledge of concepts. They can probe their concept knowledge to discover and correct misconceptions in their thinking.

In summary, learning a word fully can be a long term process, a process in which knowledge of the word changes and sometimes is drastically restructured or replaced by a new knowledge structure.

Two Views on Direct Vocabulary Instruction

There have been a number of general reviews of research on vocabulary instruction. Among the most noteworthy are those by Anderson and Freebody (1981), Graves (1986), Mezynski (1983), and Stahl and Fairbanks (1986). According to these reviews, direct teaching of vocabulary almost always is successful in improving understanding of words taught specifically. Many of the most powerful techniques involve the different ways of knowing a word discussed in the previous section. For example, Pressley, Levin, and DeLaney (1982) report consistently powerful effects for mnemonically based vocabulary strategies. Unfortunately, many reviewers (e.g., Graves, 1986) consider mnemonically based techniques useful only for learning labels and not appropriate for increasing word knowledge per se. However, Belleza (1981) and Pressley, Levin, and McDaniel (1987) have shown that mnemonic techniques are not artificial, but tap into nonlinguistic ways of knowing (described in the theories of Paivio, Gazzaniga, and others) that almost always are part of word knowledge.

As powerful as direct vocabulary instruction appears to be, its transfer to reading comprehension is not strong. As Beck, Perfetti, and McKeown (1982, p. 507) have noted, "since virtually all such studies have succeeded in boosting vocabulary knowledge but few have demonstrated corresponding gains in comprehension, additional considerations are necessary." In a series of experiments, Beck, McKeown, and their colleagues (Beck, Perfetti, & McKeown, 1982; McKeown, 1985; McKeown et al., 1983, 1985) found that:

- Direct vocabulary instruction can increase the comprehension of texts containing the words taught.
- In order to affect comprehension, vocabulary instruction needs to be extensive (up to 20 minutes of instruction per word) and to include frequent encounters with the words (up to 24).
- Instruction in vocabulary should be multifaceted, including associating new words with a variety of contexts, creating contexts for words, contrasting words to discover relationships, and using the words outside of class.
- Instruction should include speed training to build automaticity in word recognition and lexical access.
- Instruction can be particularly fruitful when words are grouped in semantic categories and taught in relation to one another.

The Beck and McKeown studies suggest that direct vocabulary instruction could be a focal point of education if approached systematically and intensively. In a summary analysis of their research and that of others Beck, McKeown, and Omanson (1987) described direct approaches to vocabulary instruction that improve vocabulary knowledge. These approaches range from narrow exposures to new words (telling students the meaning of new words) to rich exposures to new words (having students identify personal experiences related to new words and relationships among new words) to extended rich activities (having students identify words in their outside reading and make varied connections with known words and experiences).

The studies by Beck and McKeown seem to support heavy classroom emphasis on direct vocabulary instruction. However, other research suggests that direct vocabulary instruction is of little value. Given the amount of time that must be devoted to vocabulary instruction and the large number of words students encounter in their reading, Nagy and Anderson (1984) question the utility of direct vocabulary instruction. We have seen that for students to learn words well enough to affect reading comprehension they must be exposed to the words many times for extended periods of time. Nagy and Anderson estimate there are 88,500 different words in student reading materials for grades three through nine. The direct teaching of all 88,500 words would require students to learn about 12,600 words per year. Assuming that each word would require twenty minutes of instruction under Beck and McKeown's criteria, direct vocabulary instruction would require more than twenty-four hours of instruction per day.

From this, one might conclude that most vocabulary learning should be left to students' reading. This conclusion is supported by the research of Nagy and Herman and their colleagues, who demonstrated in a series of studies (Herman et al., 1987; Nagy, Anderson, & Herman, 1987; Nagy & Herman, 1984; Nagy, Herman, & Anderson, 1985a, 1985b) that students can and do learn new words from context and that the number of words learned from context is significantly greater than words learned from direct instruction. Specifically, students learn about one in twenty of the new words they encounter in their reading. Although this number might seem small, Nagy and Anderson estimate that if students spent twenty-five minutes a day reading at a rate of 200 words per minute for 200 days of the year, they would read a million words of text annually. Given this amount of reading, children would encounter 15,000 to 30,000 unfamiliar words and would learn between 750 and 1,500 of them. Thus, "A period of sustained silent reading could lead to substantial yearly gains in vocabulary, probably much larger than could be achieved by spending the same amount of time on instruction specifically devoted to vocabulary" (Nagy & Herman, 1987, p. 26).

Jenkins, Stein, and Wysocki (1984) add a note of caution to the notion that wide reading should be used as the primary method for vocabulary development. They found that incidental learning of vocabulary is not an automatic by-product of wide reading. Rather, students must be primed for the new words they will encounter to use context effectively to understand and learn new words. However, the supportive research on incidental learning from wide reading is clear and defensible from many perspectives (Drum & Konopak, 1987; Sternberg, 1987). Simply stated, wide reading greatly enhances vocabulary development.

In summary, the research on vocabulary instruction cited thus far shows that direct instruction increases knowledge of words taught directly. However, for instruction to transfer to reading, it must be relatively long in duration and foster a deep understanding of words. Even the most ambitious instructional program could not possibly cover all words students encounter in their reading. Consequently, wide reading and language development activities must play a dominant role in vocabulary instruction.

From the discussion above, there appear to be two diametrically opposed camps relative to vocabulary learning—those who assert that new words should be taught directly in an intense and rich fashion and those who assert that wide reading should be the vehicle for teaching new words. Actually, there is a relatively well articulated middle ground on which virtually all researchers and theorists agree. Those who say wide reading should be the primary vehicle for vocabulary learning do not discount the need for or importance of direct vocabulary instruction. Nagy and Herman (1987, p. 33) state:

> We do not want to overstate our case and imply that classroom time should never be devoted to teaching the meaning of new words. But reports of new effective methods of vocabulary instruction seldom contain any warning about their limitation. We feel that methods of vocabulary instruction can be effectively developed and implemented only if their limitations as well as their strengths are understood.

Similarly, those who believe vocabulary should be taught directly do not say that students should receive direct instruction on all words. Nagy and Anderson's (1984) estimate that many of the 88,500 words in printed school English are so rare they may be encountered only once in an avid reader's lifetime and that students already know many of those words when they enter school. Using that estimate, Beck, McKeown, and Omanson (1987) conclude that there are only about 7,000 words that students do not know and that appear relatively frequently in reading materials. If less than half of these words were singled out for direct instruction and the rest left to incidental learning, the target words could be taught directly in most classrooms. This would require teaching about 400 words each year in grades three through nine – a task that is not impossible even assuming these words would be taught in a rich fashion.

In other words, a safe middle position appears to be that wide reading should be the primary vehicle for vocabulary learning, yet some selected words can be the focus of direct vocabulary instruction. It is this middle position we will develop in this book.

Some Principles of Vocabulary Instruction

We believe current research and theory on vocabulary provide some rather clear guidelines and principles around which instruction can be planned.

- Wide reading and language rich activities should be the primary vehicles for vocabulary learning. Given the large number of words students encounter in written and oral language, general language development must be encouraged as one of the most important vocabulary development strategies.
- Direct vocabulary instruction should focus on words considered important to a given content area or to general background knowledge. Since effective direct vocabulary instruction requires a fair amount of time and complexity, teachers should select words for instruction that promise a high yield in student learning of general knowledge or of knowledge of a particular topic of instructional importance.
- Direct vocabulary instruction should include many ways of knowing a word and provide for the development of a complex level of word knowledge. Since word knowledge is stored in many forms (mental pictures, kinesthetic

associations, smells, tastes, semantic distinctions, linguistic references), direct vocabulary instruction should take advantage of many of these forms and not emphasize one to the exclusion of others.

- Direct vocabulary instruction should include a structure by which new words not taught directly can be learned readily. Again, given the large number of words students encounter and the limited utility of direct instruction, some structure must be developed to allow the benefits of direct vocabulary instruction to go beyond the words actually taught.

References

Anderson, Richard, and Freebody, Peter. Vocabulary knowledge. In John T. Guthrie (Ed.), *Comprehension and teaching.* Newark, DE: International Reading Association, 1981.

Beck, Isabel. Developing comprehension: The impact of the directed reading lesson. In Richard C. Anderson, Jean Osborn, and Robert J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content text.* Hillsdale, NJ: Erlbaum, 1984.

Beck, Isabel, McKeown, Margaret, and Omanson, Richard. The effects and uses of diverse vocabulary instructional techniques. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition.* Hillsdale, NJ: Erlbaum, 1987.

Beck, Isabel, Perfetti, Charles, and McKeown, Margaret. Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology,* 1982, *74* (4), 506-521.

Becker, Wesley C. Teaching reading and language to the disadvantaged—what we have learned from field research. *Harvard Educational Review,* 1977, *47,* 518-543.

Belleza, Frances. Mnemonic devices: Classification, characteristics and criteria. *Review of Educational Research,* 1981, *51,* 247-275.

Bower, Gordon. Analysis of a mnemonic device. In Max Coltheart (Ed.), *Readings in cognitive psychology.* Toronto: Holt, Rinehart & Winston of Canada, 1972.

Carey, S. Semantic development: The state of the art. In E. Warner and L.R. Gleitman (Eds.), *Language acquisition: The state of the art.* Cambridge, England: Cambridge University Press, 1978.

Case, Robie. *Childhood development.* New York: Academic Press, 1985.

Cohen, Gillian. Some evidence for parallel comparisons in a letter recognition task. In Max Coltheart (Ed.), *Readings in cognitive psychology.* Toronto: Holt, Rinehart & Winston of Canada, 1972.

Condon, John C. *Semantics and communication.* New York: Macmillan, 1968.

Drum, Priscilla, and Konopak, Bonnie. Learning word meanings from written context. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition.* Hillsdale, NJ: Erlbaum, 1987.

Fillmore, Charles, J. The case for case. In E. Beck and R.T. Harms (Eds.), *Universals in linguistic theory.* New York: Holt, Rinehart & Winston, 1968.

Frost, Ram, Katz, Leonard, and Bentin, Shlomo. Strategies for visual word recognition and orthographic depth: A multilingual comparison. *Journal of Experimental Psychology: Human Perception and Performance,* 1987, *13* (1), 104-115.

Gazzaniga, Michael S. *The social brain.* New York: Basic Books, 1985.

Gazzaniga, Michael S., and LeDoux, Joseph E. *The integrated mind.* New York: Plenum Press, 1978.

Graves, Michael. Vocabulary learning and instruction. In Ernst Z. Rothkopf (Ed.), *Review of research in education,* volume 13. Washington : American Educational Research Association, 1986.

Herman, Patricia, Anderson, Richard, Pearson, P. David, and Nagy, William. Incidental acquisition of word meaning form expositions with varied texts. *Reading Research Quarterly*, 1987, *22*, 263-284.

Jenkins, Joseph, Stein, Marcy, and Wysocki, Katherine. Learning vocabulary through reading. *American Educational Research Journal*, 1984, *21* (4), 767-787.

Klausmeier, Herbert. *Education psychology*. New York: Harper & Row, 1985.

Klausmeier, Herbert. *Learning and teaching concepts: A strategy for testing applications of theory*. New York: Academic Press, 1980.

Klausmeier, Herbert J., and Sipple, Thomas S. *Learning and teaching concepts*. New York: Academic Press, 1980.

Lindsay, Peter H., and Norman, Donald A. *Human information processing*. New York: Academic Press, 1977.

McKeown, Margaret. The acquisition of word meaning from context by children of high and low ability. *Reading Research Quarterly*, 1985, *20*, 482-496.

McKeown, Margaret, Beck, Isabel, Omanson, Richard, and Perfetti, Charles. The effects of long-term vocabulary instruction on reading comprehension: A replication. *Journal of Reading Behavior*, 1983, *15* (1), 3-18.

McKeown, Margaret, Beck, Isabel, Omanson, Richard, and Pople, Martha. Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 1985, *20*, 522-535.

Mezynski, Karen. Issues concerning the acquisition of knowledge: Effects of vocabulary training on reading comprehension. *Review of Educational Research*, 1983, *53* (2), 293-323.

Nagy, William E. *Vocabulary instruction: Implications of the new research*. Paper presented at the conference of the National Council of Teachers of English, Philadelphia, Pennsylvania, 1985.

Nagy, William, and Anderson, Richard. How many words are there in printed school English? *Reading Research Quarterly*, 1984, *19*, 303-330.

Nagy, William, Anderson, Richard, and Herman, Patricia. Learning words from context during normal reading. *American Educational Research Journal*, 1987, *24*, 237-270.

Nagy, William, and Herman, Patricia. Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum, 1987.

Nagy, William, and Herman, Patricia A. *Limitations of vocabulary instruction*. Champaign, IL: University of Illinois, Center for the Study of Reading, 1984.

Nagy, William, Herman, Patricia, and Anderson, Richard. Learning words from context. *Reading Research Quarterly*, 1985a, *20*, 233-253.

Nagy, William, Herman, Patricia, and Anderson, Richard. *Learning word meanings from context: How broadly generalizable?* Champaign, IL: University of Illinois, Center for the Study of Reading, 1985b.

Paivio, Allan. *Imagery and verbal processing*. New York: Holt, Rinehart & Winston, 1971.

Paivio, Allan. Mental imagery in associative learning and memory. *Psychological Review*, 1969, *76*, 241-263.

Pearson, P. David. Changing the face of reading comprehension instruction. *The Reading Teacher*, 1985, *38*, 724-728.

Piaget, Jean. *Language and thought of the child*. Cleveland, OH: World, 1959.

Pressley, Michael, Levin, Joel, and Delaney, Harold D. The mnemonic keyboard method. *Review of Educational Research*, 1982, *52* (1), 61-91.

Pressley, Michael, Levin, Joel, and McDaniel, Mark. Remembering versus inferring what a word means: Mnemonic and contextual approaches. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum, 1987.

Rumelhart, David E., and Norman, Donald A. Accretion, tuning and restructuring: Three modes of learning. In J.W. Cotton and R. Klatzky (Eds.), *Semantic factors in cognition*. Hillsdale, NJ: Erlbaum, 1981.

Schlesinger, M. The production of utterances and language acquisition. In Dan I. Slobin (Ed.), *The ontogenesis of grammar*. New York: Academic Press, 1971.

Slobin, Dan I. *Psycholinguistics*. Glenview, IL: Scott, Foresman, 1979.

Stowiaczek, Howard, Nusbaum, Howard, and Pisoni, David. Phonological priming in auditory word recognition. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 1987, *13* (1), 64-75.

Stahl, Steven A., and Fairbanks, Marilyn M. The effects of vocabulary instruction: A model based meta-analysis. *Review of Educational Research*, 1986, *56* (1), 72-110.

Sternberg, Robert. Most vocabulary is learned from context. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum, 1987.

Templeton, Shane. Syntheses of the research on the learning and teaching of spelling. *Educational Leadership*, 1986, *43* (6), 73-78.

Tennyson, Robert D., and Cocchiarella, Martin J. An empirically based instructional design theory for teaching concepts. *Review of Educational Research*, 1986, *56* (1), 40-71.

Thorndike, Robert L. *Reading comprehension education in fifteen countries*. New York: Wiley, 1973.

Underwood, B.J. Attributes of memory. *Psychological Review*, 1969, *76*, 559-573.

Vacca, Richard T. *Content area reading*. Boston: Little, Brown, 1986.

Vosniadou, Stella, and Brewer, William F. Theories of knowledge restructuring on development. *Review of Educational Research*, 1987, *57* (1), 51-67.

Vosniadou, Stella, and Ortony, Andrew A. The influence of analogy in children's acquisition of new information from text: An exploratory study. In J. Niles (Ed.), *Searches for meaning in reading/language processing and instruction*. Rochester, NY: National Reading Conference, 1983.

Vygotsky, Lev S. *Mind in society*. Cambridge, MA: Harvard University Press, 1978.

Whittlesea, Bruce W. Preservation of specific experiences in the representation of general knowledge. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 1987, *13* (1), 3-17.

Chapter 2

A Category Structure for Vocabulary Instruction

Of the four principles listed at the end of Chapter 1, the most important is the need for a structure that allows direct instruction to reach beyond words taught directly. Nagy and Anderson (1984) assert that any vocabulary instruction strategy can be justified only if it can demonstrate its transfer to words not taught. They add, "The challenge to those who would advocate spending available instructional time with individual words is to demonstrate that such instruction will give the child an advantage in dealing with the ocean of words not instructed" (p. 328).

We believe a categorical or cluster approach to vocabulary instruction can meet this challenge. Beck, McKeown, and their colleagues (Beck, Perfetti, & McKeown 1982; McKeown, 1985; McKeown et al., 1983) found that presenting words in semantically related categories is a highly flexible tool for vocabulary instruction. The technique provides students with a set of implicit clues as to what new words might mean. For example, imagine being given the following words and being told their meanings are alike in some way: *middle, mean, mode, centroid.* Even though you may not know the meaning of *mode* or *centroid*, your understanding of *middle* and *mean* would suggest that the unknown words have something to do with measuring the middle of things. Mervis (1980, p. 279) says categorization is a basic cognitive tool that allows us to make sense of the world: "By categorizing, a person is able to render the unfamiliar familiar, and because one is able to generalize about an object based on knowledge about its category, one is able to know more about the object than just what can be ascertained by looking at it."

Categorization is an excellent tool for rapid vocabulary expansion because of this transfer of characteristics from known to unknown words. Through categorization, students can form immediate associations for new words. Even though such links are weak initially, they provide students with a starting place for developing a deeper understanding of new words. Students do not have to use context or definitions to discover where a new word fits into an existing knowledge base – the fit is implicit in the categorization process.

In this chapter, we describe a system of semantic clusters developed for vocabulary instruction in kindergarten through grade six.

Instructional Clusters

The most difficult aspect of structuring vocabulary instruction using a category approach is developing the semantic categories. To make the process easier, we have organized into instructional clusters 7,230 words commonly found in elementary school texts. As the name implies, an instructional cluster is meant for instructional purposes and is not intended as a model of how the human mind might organize concepts semantically. The clusters presented here are an instructional aid developed to facilitate teaching vocabulary through categories.

We used the following process to develop the instructional clusters.

1. We selected about 7,000 words from *Basic Elementary Reading Vocabulary* (Harris & Jacobson, 1972), *The American Heritage Word Frequency Book* (Carroll, Davies, & Richman, 1971), and *Word Frequency of Spoken American English* (Dahl, 1979). It is important to note that many of the words on the list are sex stereotyped because these lists are based on basals written before publishers began to reduce sex stereotyping in books for children.
2. The first author then categorized the words into semantically related groups.
3. Sixty elementary school teachers reviewed the clusters to identify any words that did not fit well in an instructional sense.
4. We reclassified all words identified by the teachers as not fitting.
5. We repeated steps 3 and 4 until the teachers identified as miscategorized fewer than 5 words in 1,000.

This process produced three levels of instructional clusters: superclusters, clusters, and miniclusters. The 61 superclusters (clusters of clusters) are the largest organizational groups; the 430 clusters are groups of words with closer semantic ties than superclusters; and the more than 1,500 miniclusters are groups of words with the strongest semantic ties.

To illustrate, consider supercluster 32, Shapes/Dimensions. It contains 8 clusters: Shapes (General Names), Circular or Curved Shapes, Rectangular or Square Shapes, Straightness/Crookedness, Sharpness/Bluntness, Dimension, Fullness/Emptiness, Inclination. The Sharpness/Bluntness cluster contains 3 miniclusters dealing with Length, Thickness, and Width.

All of the superclusters, clusters, and miniclusters are listed in Appendix A. They are ordered by size; the supercluster containing the most concepts is listed first. Figure 1 summarizes the superclusters.

Clusters within superclusters are identified by the number of the supercluster followed by a letter. For example, there are 24 clusters within supercluster 2, Types of Motion. The clusters within the supercluster are identified as 2a, 2b,

Figure 1
Superclusters Identified in Elementary Textbooks

Superclusters	Number of Words in Supercluster
1. Occupations	364
2. Types of motion	321
3. Size/quantity	310
4. Animals	289
5. Feelings/emotions	282
6. Foods/meals (names for various food types and situations involving eating)	263
7. Time (names for various points and periods of time and words indicating various time relationships between ideas)	251
8. Machines/engines/tools	244
9. Types of people (names for various types or categories of people that are not job related)	237
10. Communication (names for various types of communications and actions involving communications)	235
11. Transportation	205
12. Mental actions/thinking	193
13. Nonemotional traits (general, nonphysical traits of people)	175
14. Location/direction	172
15. Literature/writing	171
16. Water/liquids (names for different types of liquids and bodies of water)	164
17. Clothing	161
18. Places where people live/dwell	154
19. Noises/sounds	143
20. Land/terrain (names for general categories of land or terrain)	142
21. Dwellings/shelters (names for various types of dwellings/places of business)	141
22. Materials (names for materials used to make things)	140
23. The human body	128
24. Vegetation	116
25. Groups (general names for groups and organizations)	116
26. Value/correctness	108
27. Similarity/dissimilarity (names indicating how similar or different things are and the sameness or difference between ideas)	108
28. Money/finance	102
29. Soil/metal/rock	102
30. Rooms/furnishings/parts of dwellings	97
31. Attitudinals (words indicating the speaker/writer's attitude about what is being said or written)	96
32. Shapes/dimensions	90
33. Destructive/helpful actions	87
34. Sports/recreation	80
35. Language (names for different aspects of written and oral language)	80

Figure 1
Superclusters Identified in Elementary Textbooks (continued)

Superclusters	Number of Words in Supercluster
36. Ownership/possession	68
37. Disease/health	68
38. Light (names for light/darkness and things associated with them)	68
39. Causality	59
40. Weather	55
41. Cleanliness/uncleanliness	53
42. Popularity/knownness	52
43. Physical traits of people	51
44. Touching/grabbing actions	50
45. Pronouns (personal, possessive, relative, interrogative, indefinite)	50
46. Contractions	49
47. Entertainment/the arts	48
48. Actions involving the legs	46
49. Mathematics (names for various branches of mathematics, operations, and quantities)	46
50. Auxiliary/helping verbs (forms of *to be*, modals, primary and semiauxiliaries)	46
51. Events (names for general and specific types of events)	44
52. Temperature/fire	40
53. Images/perceptions	39
54. Life/survival	38
55. Conformity/complexity	34
56. Difficulty/danger	30
57. Texture/durability	30
58. Color	29
59. Chemicals	28
60. Facial expressions/actions	21
61. Electricity/particles of matter	21

and so on. Miniclusters are identified by numbers to the right of a decimal point after the supercluster number and cluster letter.

Figure 2 illustrates the coding procedure. It shows the Joining Actions cluster from supercluster 2, Types of Motion. It is the twenty-second cluster in supercluster 2, so it is designated 2v because *v* is the twenty-second letter of the alphabet. Figure 2 also contains two miniclusters – 2v.1 and 2v.2. Note that each minicluster is introduced by an italicized header word. Header words are representative of the words within a minicluster; they are neither names for the minicluster nor the most general concepts in the minicluster.

Figure 2
Sample Cluster

Cluster name: Joining Actions
Cluster number: 2v

Minicluster	Grade Level	Part of Speech
2v.1 **Connection**		
connection	4	N
bond	5	N, V
2v.2 **Join**		
join	3	V
marry	3	V
wed	3	V
link	4	N, V
connect	5	V
unite	5	V
fuse	6	V
combine	6	V
adjoin	6	V
merge	6	V

Finally, Appendix A contains some words or groups of words with no header word. For example, immediately following minicluster 2v.2 is the word *fusion* listed in the following way:

2v.2.1 ___________
fusion

Words coded in this fasion are closely related to the words in the preceding minicluster but their relationship is somehow different from that of the words within the minicluster. Many times such words are simply a different part of speech from the words within the minicluster. For example, *fusion* is a noun, whereas the words in minicluster 2.v are all verbs. Hence, words listed with no header word can be considered closely related to but in some meaningful way different from the words in the preceding minicluster.

Special Features of the Clusters

To get the maximum benefit from the instructional clusters, it is useful to consider the information presented with the words in each cluster: grade level, part of speech, and basic word designations.

Grade Level

After most words in Appendix A, we suggest a grade level at which the word might be introduced. We established the grade level designations by using the levels reported by Harris and Jacobson (1972), who obtained their grade level estimates by analyzing a number of elementary school reading series. For words not on the Harris and Jacobson list, we obtained initial grade level estimates by consulting the Thorndike and Lorge list (1943).

These initial grade level estimates were then reviewed by the sixty teachers participating in the project. We asked the teachers to change estimates they found inconsistent with their own teaching experiences. If more than 50 percent of the participating teachers suggested a grade level change for a word, we assigned a new grade level by calculating the grade level most commonly suggested by the teachers.

Some grade level designations in Appendix A are accompanied by an asterisk, indicating that the word does not appear frequently in student reading material, but when it does appear it is introduced at the grade level identified. We asked participating teachers if words should be considered of secondary importance within their designated grade levels. If more than 50 percent of the teachers felt a word was of secondary importance, it was listed with an asterisk.

Some words in Appendix A have no grade level designation. According to Harris and Jacobson, these words rarely appear in basal reading series, but they do appear in elementary content area textbooks. Again, these content specific words were reviewed by participating teachers, who identified words that should be given a grade level rather than content area designation.

For those words designated as content specific, the following codes are used in Appendix A:

SS	Social Studies
EN	English
MA	Math
SC	Science

Some words in Appendix A have the grade level designation 6+. The participating teachers felt sixth grade students can learn these words, but the words usually are taught at higher grade levels. Virtually all of these words were identified by teacher suggestion. That is, the teachers identified words that were not on the lists we consulted initially but that were, they believed, important to a particular supercluster, cluster, or minicluster.

Finally, a number of phrases—such as *in that* and *in the meantime*—appear in Appendix A. These were not assigned a grade level or subject matter designation because no grade level estimate could be obtained from the source lists, and the participating teachers did not feel they were able to estimate the grade level at which phrases should be introduced. These words are listed with a dash in place of the grade level designation.

In developing grade level designations, we relied heavily on the subjective judgments of participating elementary school teachers. Obviously, the validity of this process is dependent on the extent to which the experience of the participating teachers represents common instructional practice. Readers are cautioned to view grade level designations as suggestions about when words might be introduced to students.

Part of Speech

For each word, we identify the part of speech in which the word is commonly used. Again, these designations are based on recommendations of participating teachers. The following codes are used to designate part of speech:

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV(+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Some of these categories stray from the conventions of traditional grammar. In the system used here, nouns, adjectives, adverbs, pronouns, prepositions, and interjections are used in their traditional sense. Determiners are best described as special types of adjectives. Their primary function is to quantify the nouns they precede. They include such words as *a*, *an*, *the*, and *no* (when used before a noun, as in *We have no money.*).

Auxiliary verbs include *might*, *could*, and *would*. Their function is to signal the tense and mood of the verbs they accompany.

Relationship markers include *and*, *because*, and *however*. In traditional grammar, such words are commonly called coordinating conjunctions. We refer to them as relationship markers so phrases not traditionally classified as coordinating conjunctions (such as *in any case* and *regardless of*) can be included. The general function of relationship markers is to signal specific types of relationships between ideas.

Basic Words

The final type of designation for words in Appendix A is the basic word designation. Inclusion as a basic word is signaled by a *b* immediately in front of a word. Basic words are fundamental in English; they are the building blocks of other words. If students are taught the basic words, they can more easily learn derived and semantically related words.

Dupuy (1974) defined a basic word as a single word form that is not proper; is not classified by dictionaries as foreign, archaic, slang, or technical; is not inflected, derived, or compound; and is listed in major dictionaries.

Although Dupuy did not list the basic words in English, he established a way to identify them. He estimated there are 12,300 basic words in English, 7,800 of which are necessary for educational purposes in kindergarten through twelfth grade. To teach 7,800 words would require direct instruction of less than 650 words per year. Theoretically, such instruction could hold the key to understanding most of the estimated 240,000 words in English (Dupuy, 1974).

Using Dupuy's criteria Becker, Dixon, and Anderson-Inman (1980) identified 8,109 basic words. We cross referenced each word in Appendix A with their list. Of the 7,230 words in Appendix A, 4,505 were also on the Becker, Dixon, and Anderson-Inman list. We then analyzed those words using the suggestions of Nagy and Anderson (1984). Specifically, they noted that Becker, Dixon, and Anderson-Inman's use of a morphographically based system for identifying basic words produced a set of words with little practical validity. For example, in the Becker list, *annual* is considered a basic word for *millenium* on the grounds that both are derived from the Latin *annus*. As Nagy and Anderson (1984, p. 309) note, "A historical linguist can certainly see the relationship in form between these two words, but it is dubious that the normal speaker of English, armed only with such knowledge of morphology which can be gained from words currently in the language, would find any but a semantic relationship between them." In short, Nagy and Anderson found the Becker list inadequate on the grounds that it excluded many words that are truly basic in the sense that a knowledge of them would lead a reader to understand other derived and related words. Consequently, the words in Appendix A not identified as basic from the Becker list were reviewed by two raters. Words judged by both raters as fundamental (not being derived from other words in the common use of English) were then designated as basic. For example, *luggage* was not included on the Becker list on the grounds that it is derived from *lug*. However, both raters agreed that in the common use of English, *luggage* is not thought of as derived from *lug*. So *luggage* was added to the list of basics. Similarly, some words on the Becker list were dropped from the basic designation on the grounds that they do have commonly understood derived forms. For example, *congresswoman* was on the Becker list of basics, but both raters agreed that in the common use of the language, *congresswoman* is considered a derived form of *congressman*. Twenty-six words were dropped from the Becker list and 605 were added. This process of adding and deleting increased the number of basic words in Appendix A to 5,084. (A more thorough description of the process used to add and delete basic words from the Becker list is provided in Marzano & Marzano, 1987.)

Figure 3
Cluster with Basic Words

Cluster name: Joining Actions
Cluster number: 2v

Minicluster	Grade Level	Part of Speech
2v.1 **Connection**		
connection (connect)	4	N
b bond	5	N, V
2v.2 **Join**		
b join	3	V
b marry	3	V
b wed	3	V
b link	4	N, V
b connect	5	V
unite (union)	5	V
b fuse	6	V
b combine	6	V
adjoin (join)	6	V
b merge	6	V

Any word not classified as basic in Appendix A has the basic word from which (in the opinion of the raters) it is commonly considered derived written in parentheses to its right. For ease of discussion, in Figure 2 we presented words without identifying basic words. Figure 3 illustrates how that cluster appears in Appendix A with basic word designations and with basic words in parentheses. Notice that of the twelve words in the two miniclusters, nine are basic (preceded by the letter *b*) and three are not. The three nonbasic words have the basic words written in parentheses to the right.

Using the Clusters to Organize Vocabulary Instruction

Rather than systematically teaching the words in each of the superclusters in Appendix A, readers are advised to develop instructional clusters tailored to the needs of students and the specific content being studied. To do this, teachers should identify the words they wish to teach. As Beck, McKeown, and Omanson (1987, p. 158) note in their discussion of how to select words for direct instruction:

> The selection of words for the program and whether they would be taught in a narrow or rich way cannot be determined independent of the classroom curriculum. Rather, those decisions would be made based on the classroom lessons, opportunities that arose spontaneously, such as community or news events, and contributions from the children themselves.

To illustrate how words could be selected, the teacher might first consider what students will be reading, then try to identify words central to understanding that content using the guides to important words provided in most textbooks and basals. From these lists, the teacher could select important words and add words not identified by the text but known to cause problems for students.

Once these words are identified, the teacher can organize them into instructional clusters by using Appendix B, which contains all of the words in Appendix A alphabetized and identified by supercluster, cluster, and minicluster. For example, if a teacher identified *parch* to teach to students, he or she could consult Appendix B and find that *parch* has the cluster designation 52a.4. The number 52 indicates that *parch* is found in supercluster 52, Temperature/Fire. Within that supercluster, the word is found in cluster *a* and minicluster 4. Turning to cluster 52a, the teacher would find that *parch* is a verb form recommended for introduction at the sixth grade level. Looking through that cluster, the teacher could identify other related concepts to introduce at the same time. Hence, the clusters can be used as a tool for expanding the number of concepts a teacher might introduce to students. Instead of teaching *parch* in isolation, the teacher could introduce *swelter* and *temperate* at the same time, using students' knowledge of one term to help them understand the meaning of others.

Once teachers have organized target words into instructional clusters, they will have a powerful tool with which to teach important content related concepts and to expand student vocabulary in a relatively efficient manner. In the next chapter we consider how the clusters can be used in various instructional activities.

References

Beck, Isabel, McKeown, Margaret, and Omanson, Richard. The effects and uses of diverse vocabulary instructional techniques. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum, 1987.

Beck, Isabel, Perfetti, Charles, and McKeown, Margaret. Effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 1982, *74* (4), 506-521.

Becker, Wesley C., Dixon, Robert, and Anderson-Inman, Lynne. *Morphographic and root word analysis of 26,000 high frequency words*. Eugene, OR: University of Oregon College of Education, 1980.

Carroll, John, Davies, Peter, and Richman, Barry. *The American Heritage word frequency book*. Boston, MA: Houghton Mifflin, 1971.

Dahl, Hartvig. *Word frequencies of spoken American English*. Essex, CT: Verbatim, 1979.

Dupuy, H.P. *The rationale, development and standardization of a basic word vocabulary test*. DHEW Publication No. HRA 74-1334. Washington, DC: U.S. Government Printing Office, 1974.

Harris, Albert, and Jacobson, Milton. *Basic elementary reading vocabularies*. New York: Macmillan, 1972.

Marzano, Robert J., and Marzano, Jana S. *A study of basic words in elementary school textbooks*. Aurora, CO: Mid-Continent Regional Educational Laboratory, 1987.

McKeown, Margaret. The acquisition of word meaning from context by children of high and low ability. *Reading Research Quarterly*, 1985, *20*, 482-496.

McKeown, Margaret, Beck, Isabel, Omanson, Richard, and Perfetti, Charles. The effects of long-term vocabulary instruction on reading comprehension: A replication. *Journal of Reading Behavior*, 1983, *15* (1), 3-18.

Mervis, Carolyn B. Category structure and the development of categorization. In Rand J. Spiro, Bertram C. Bruce, and William F. Brewer (Eds.), *Theoretical issues in reading comprehension*. Hillsdale, NJ: Erlbaum, 1980.

Nagy, William, and Anderson, Richard. How many words are there in printed school English? *Reading Research Quarterly*, 1984, *19*, 303-330.

Thorndike, Robert L., and Lorge, Irving. *The teacher's word book of 30,000 words*. New York: Teachers College Press, 1943.

Chapter 3

Some Instructional Uses of the Clusters

In this chapter we consider ways the clusters can be used to enhance vocabulary instruction by (1) establishing a frame of reference, (2) teaching words as labels, (3) teaching words at the experiential level, and (4) teaching words at the attribute level.

Establishing a Frame of Reference for New Words

The most obvious use of the clusters is to establish a frame of reference for new words by presenting the clusters as general categories around which vocabulary learning will occur. The teacher might examine upcoming lessons to identify words central to the content or to understanding the story and then organize the words using Appendix B as a guide.

Suppose a teacher identifies five categories in which to organize words to be taught. The teacher explains to students that they will be studying a number of new words related to the upcoming unit or stories, then tells them the categories but not the vocabulary words. For example, the teacher might say that many of the new words will fall into the Occupations category, while others will be part of the Vehicles Used in Work category. Next, the teacher discusses the categories with the students and identifies example words for each category.

At this point it would be useful to identify anchor concepts for each category. Anchor concepts are words students already know that are representative of concepts in the category. For example, if a social studies teacher identified the Games that Are Popular in the United States category, some anchor concepts might be *baseball*, *football*, and *basketball*. As new concepts are introduced, students can relate them to the more familiar anchor concepts. They can ask themselves how the new words are similar to or different from the anchor words and use their knowledge of known words to help them understand related new words.

Students can keep individual vocabulary notebooks arranged by categories with anchor concepts displayed at the beginning of each category. As new words

Figure 4
Sample Page from Student Vocabulary Notebook

Category: Types of Mental Actions

Anchor Concepts: think, forget, remember, guess, wonder, solve

Word	Similar Words	What It Probably Means
ponder	wonder, examine	when you think deeply about something
derive	solve, predict, figure out	when you figure out something from something else

are identified, students enter them in the appropriate category with notes regarding their meaning. Figure 4 shows how a page might look.

The form of individual vocabulary notebooks may vary. Students might represent information about new words in different ways. It is only important that the notebook help students make connections between known and unknown words by using the categories.

Teaching New Words as Labels

As we pointed out in Chapter 1, there are many ways of knowing a word, so different instructional strategies should be used to coincide with the different types of word knowledge.

Words can be labels for familiar concepts. Suppose students know the concepts *home* and *house*. Since they already have an experiential base for those concepts, learning *domicile* would require them only to associate a set of familiar experiences with an unfamiliar label.

Since experiences can be stored as mental pictures, kinesthetic associations, smells, or feelings, the teacher might ask students to create a mental picture of their house or some idealized version of a home. The teacher might then explain that *domicile* is another word with a meaning similar to *house* and *home* and is in the same general category.

To help reinforce the phonological label for domicile, students might repeat the word to themselves, a form of phonological rehearsal. If the phonological label is rehearsed enough it can be retrieved easily.

To reinforce the orthographic label, students might picture the word as if it were spelled on a mental screen. This form of orthographic or visual rehearsal often is used in visually based spelling strategies. The technique develops a strong mental picture of the spelling of the word.

In general, then, new words that are synonyms for known words can be approached as new labels rather than as new concepts. In this case, the instructional task is not so much that of developing an experiential base for words but of associating phonological and orthographic labels with known experiences that can be cued by known words within a cluster. The teacher's main task is to help students identify known words that are synonyms for or very similar to a new word. The new word is treated as a new phonological and orthographic label.

Teaching New Words at the Experiential Level

Instructional clusters also can be used to teach new concepts – those words for which students do not have a readily available experiential base. Whether a new word is a new concept or a new label for a known concept is a very important distinction for instructional purposes. Teaching a new label for a known concept is a fairly straightforward process, but teaching a new concept can be a difficult and time consuming task. Recall from Chapter 1 that Klausmeier (1985) identified four stages of learning a concept. Teaching a concept at the experiential level might be likened to Klausmeier's concrete and identity stages, in which he emphasizes the need to have available the actual item or pictorial or other representation of the concept. We have chosen to use the term experiential level to emphasize that when students first learn a concept it is essential to create many experientially based associations with the new word.

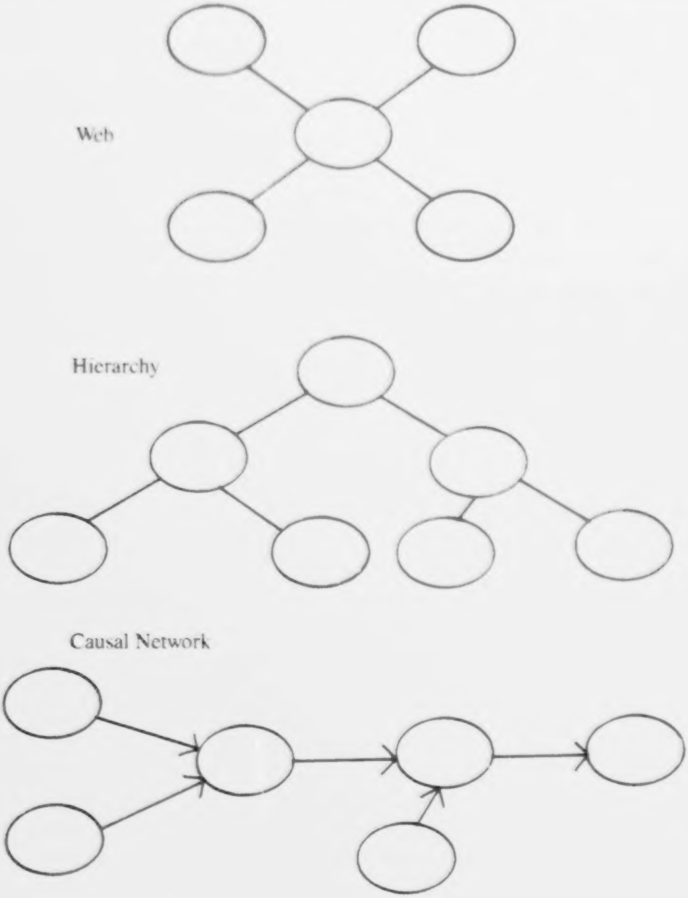
The simplest way to establish an experiential base for a new concept is to have students do something directly related to the concept. For example, a teacher trying to establish an experiential base for *merge* might have students merge two or more objects. The teacher might demonstrate how various elements merge (e.g., two colors of paint merging to make a third) or provide students with materials they could merge.

If a direct experience is not possible, an indirect experience should be provided. Words in clusters are useful in providing indirect experiences. A teacher who wants to provide students with an indirect experience for *merge* could have them recall experiences they have had with words in the cluster where *merge* appears. *Merge* appears in minicluster 2v.2, which includes *join, marry, wed, link, connect, unite, fuse, combine, adjoin, merge.* Through discussion, the teacher can help students recall their experiences by saying "Can you think of a time when you joined two or more objects together? Describe to the person sitting next to you a time when you joined or connected something."

As students recount their memories, the teacher can add additional information. For example, "Sally, your description of joining two pieces of rope to make one long piece was good. Now, to merge the two pieces of rope you might have unraveled the ends and braided them together so they became like a single piece of rope rather than two pieces tied together."

Yuille and Marschark (1983) say that many of the concepts we know have indirect experiential bases. For example, most adults have a rich understanding of *parachuting* even though they have never actually parachuted. This is because they have looked down from high places; they have jumped from a diving board into a swimming pool; they have experienced jolting sensations. All of these direct experiences are put together to form an indirect experiential base for *parachuting*.

Figure 5
Types of Graphic Organizers



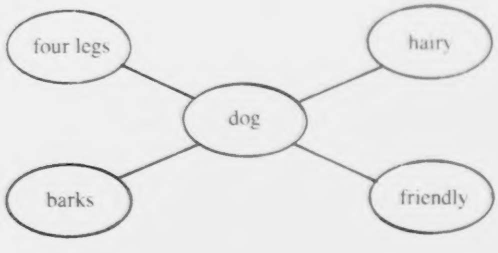
Once a direct or indirect experiential base is established for a new concept, students can begin to develop a mental representation for it. To do so, they make a point of remembering cues they will associate with the new concept. Their mental representations can take a number of forms, including episodic, semantic, and symbolic.

For an episodic representation, students rememeber specific events with which they associate the concept. For example, students might rehearse (replay in their minds) the experiment with the different colored paints done while developing an experiential base for *merge*. The teacher might talk students through this mental rehearsal, highlighting information they should include: "Try to picture the different colors coming together. See if you can picture in your mind the colors starting to merge into one. Try to smell the paint." The intent is to include many rich sensory associations with the episode so students will have a number of strong cues for the concept.

If students did not receive a direct experience for the new concept, the teacher might have to provide guidance, describing and building the episodic representation since students have no direct episodes from which to draw: "I'm going to describe a way of thinking about the concept *merge*. I will try to paint a picture you can see in your minds. One time I merged two things together. Imagine...."

A semantic representation involves words, phrases, and statements that are descriptors for the concept. A useful strategy here is to have students use graphic organizers to develop a semantic representation. Graphic organizers have been shown to be effective in tasks ranging from vocabulary learning to comprehension to notetaking (Jones, Amiran, & Katims, 1985). Figure 5 depicts a few organizers drawn from Dansereau (1985), Marzano and Arredondo (1986), and McTighe (1987).

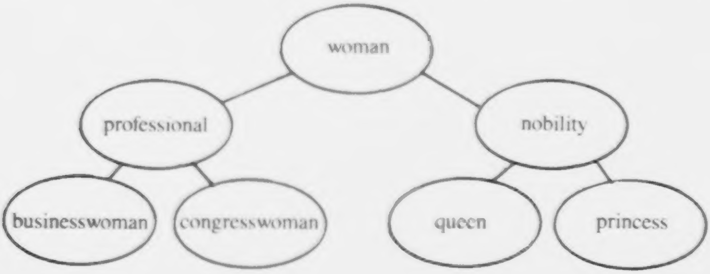
Figure 6
Sample Web



Although the type of graphic organizer used is arbitrary, certain types of organizers are most useful for certain types of concepts. For example, the web is best used for fairly concrete concepts. Figure 6 depicts a web for *dog*.

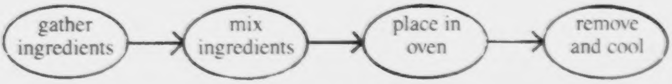
Hierarchies are most effective with general concepts with a number of subordinate concepts. Figure 7 is a hierarchic organizer for *woman*.

Figure 7
Sample Hierarchic Organizer


woman
professional
nobility
businesswoman
congresswoman
queen
princess

Causal network organizers are most effective with concepts involving actions or processes. Figure 8 is an organizer for *bake*.

Figure 8
Sample Causal Network


gather ingredients
mix ingredients
place in oven
remove and cool

BAKE

To use graphic organizers, a teacher would first present students with a direct or indirect experiential base for the concept. Then, instead of having students create a mental picture of the experience, the teacher would ask them to represent graphically the information they have learned about the concept as a result of the experience. For example, after students had witnessed the demonstration of the paints merging, the teacher might lead a discussion about the characteristics of *merge*, listing them on the board. Students would be asked to represent graphically the information generated from the discussion. The teacher might provide a sample graphic organizer to help students get started.

Figure 9
Semiconcrete Experience for 10 to 1

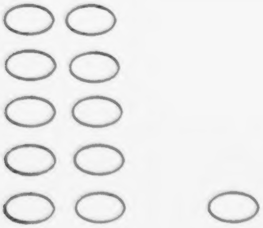
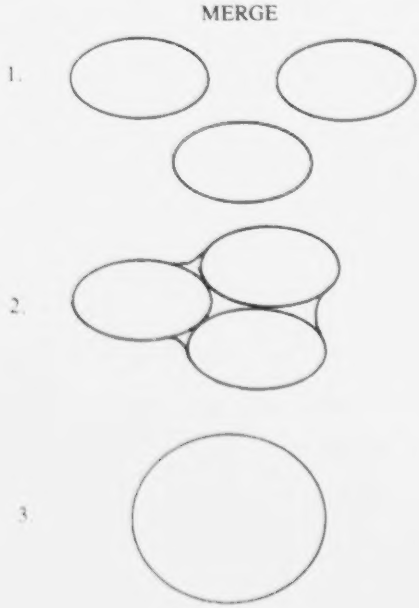


Figure 10
Symbolic Representation



Symbolic representations, the third type of mental representation, are something like the semiconcrete experiences described by Underhill, Uprichard, and Heddens (1980)–pictorial or pictographic representations of concrete experiences. Figure 9 is a semiconcrete experience of the ratio 10 to 1.

In a symbolic representation, the symbol system can be subjective, but not arbitrary. It should convey the meaning of the concept in a way that is appropriate to its socially understood meaning and understandable to the student. Figure 10 is a symbolic representation for *merge*. Once again, the teacher provides an experiential base for the concept and then asks students to generate a symbolic representation. Having students exhibit and explain their representations helps deepen their understanding.

In summary, teaching words at the experiential level involves providing an experiential base for students and then having them represent the information in an episodic, semantic, or symbolic fashion.

Teaching New Words at the Attribute Level

Teaching words at the attribute level is a step up in complexity and sophistication from teaching them at the experiential level. Teaching at the attribute level assumes that an experiential base has been established. The emphasis is on making fine distinctions about the attributes of the concept.

Our notion of teaching words at the attribute level differs from Klausmeier's classificatory and formal levels in terms of the importance given to critical attributes. According to Smith and Medin (1981), vocabulary instruction techniques that stress critical attributes and formal definitions are basically Aristotelian. This is commonly referred to as the classical approach to word knowledge – that people do not know a concept until they can identify the class to which it belongs, its primary and secondary attributes, its definition, and so on. If this perspective were correct, most readers could claim to have a thorough knowledge of very few concepts. Anderson and Freebody (1981) report recent research indicating that literate adults are incapable of articulating the classical elements of even very basic English words.

Smith and Medin (1981) recommend a prototype rather than a classical approach to teaching attributes. An individual's prototypical knowledge for a well developed concept would certainly contain such classical elements as key attributes and examples of the concept, but probably these would not be exactly the same for any two individuals. However, there would be enough overlap between the elements known by two individuals to make their prototypes of the concept quite similar. This suggests that teachers should help students develop a large number of accurate classical elements for concepts rather than a few specific attributes considered to be critical.

If most concepts do not have critical attributes, then which attributes should be reinforced in instruction? The answer to this question rests with the teacher. That is, the teacher should select attributes important to the concept and consistent with the students' backgrounds. The following list developed by Marzano and Arredondo (1986) can help teachers select attributes important to four classes of concepts: object, action, event, and state. These attributes are drawn from various case grammars and systems developed to describe the functions of words as used in propositions (Fillmore, 1968; Schlesinger, 1971; Shank & Abelson, 1977; Turner & Greene, 1977).

Object Concepts

Object concepts usually are concrete and are expressed as nouns. Important attributes include

- the concept usually performs a specific action (an umpire)
- a specific action usually is performed on the concept (a punching bag)
- the concept commonly is used as an instrument or tool in a specific action (baseball bat)
- the concept is made in a specific way (wine)
- the concept is part of something (wheel)
- the concept has specific parts or can be divided up in specific ways (a country)
- the concept has specific characteristics relative to
    - taste (cake)
    - feel (silk)
    - smell (skunk)
    - sound (flute)
    - color (cloud)
    - number or quantity (ants)
    - location (Denver)
    - dimensionality (a diamond)
    - emotional states (a witch)
    - popularity (rock music)
    - commonality (a diamond)
    - danger (a gun)
    - value (a diamond)
    - freedom or ownership (a slave)

Action Concepts

Action concepts usually take the form of verbs and express action. Important attributes include

- a specific person or thing usually performs the action (march)
- a specific instrument is used in the action (swing)
- something is produced as a result of the action (bake)
- as a result of the action, someone or something changes its state relative to

  - smell (fumigate)
  - taste (sweeten)
  - feel (wrinkle)
  - sound (tune)
  - color (paint)
  - number or quantity (multiply)
  - direction (turn)
  - location (send)
  - dimensionality (lengthen)
  - time or duration (stop)
  - freedom or ownership (capture)
  - emotional state (frighten)
  - popularity (dislike)
  - commonness (endanger)
  - certainty (threaten)
  - value (devalue)
  - intensity (negate)
- there is a specific process or sequence of events involved in the action (bake)
- the concept involves
  - moving a specific body part (kick)
  - grasping an object (hold)
  - taking one object into another object (eat)
  - expelling an object (cry)
  - transferring information (speak)
  - acquiring information (listen)
  - focusing a sense organ toward a stimulus (look)

Event Concepts

Event concepts are usually expressed as nouns, but they represent actions involving specific times, places, participants, and activities. Important attributes include

- the event has specific participants who are normally involved (a wedding)
- the event involves a specific process (football game)
- the event has a specific reason or causes specific results (a parade)
- the event occurs at a specific time (lunch)
- the event has a specific duration (dinner)
- the event occurs in specific locations (a dance)

State Concepts

State concepts usually are expressed as adjectives or adverbs. Their basic function is to describe object, action, or event concepts. Common attributes include

- there are degrees of possessing the concept (angry)
- the state conveyed by the concept is acquired in a specific way (tired)
- the state conveyed by the concept excludes other states from existing simultaneously (dead)

These attributes are intended for teachers to use as guides for selecting attributes to emphasize with students. The best way to use the list is to read through it, selecting attributes important to the concept being taught. For example, a teacher who wants to reinforce specific attributes relative to *equilibrium* might read through the list of attributes, selecting those that appear most important to equilibrium. Rather than go through all the attributes, it is best to focus on the most appropriate ones for the general type of concept under study. It is a common mistake to use the part of speech of the concept to select its type (e.g., assume that all nouns are object concepts, all verbs are action concepts). Research and theory in linguistics (Chafe, 1970; Quirk et al., 1972) indicate that for many concepts the part of speech is not a good indicator of attributes. Some nouns are more like verbs than nouns; some verbs are more like nouns than verbs, etc. With this in mind, a teacher might go through the action concept attributes rather than the object concept attributes to identify important attributes relative to *equilibrium*. A useful technique is to change the attributes into relevant questions.

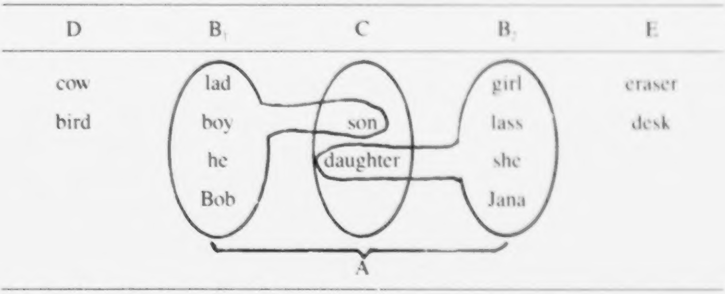
- Is there a specific person or thing that causes equilibrium?
- Is there a specific instrument used to produce equilibrium?
- Is something commonly produced as a result of equilibrium?
- As a result of equilibrium, does someone or something usually change its
  - smell, taste, feel, sound, color?
  - number or quantity?
  - direction?
  - location?
  - dimensionality?
  - time or duration?
  - freedom or ownership?
  - emotional state?
  - popularity?
  - commonness?
  - certainty?
  - danger?
  - value?
  - intensity?
  - truth?
- Is there a specific process to equilibrium?
- Does equilibrium involve
  - the movement of a body part?

- grasping an object?
- taking in an object?
- expulsion of an object?
- the acquisition of new information?
- focusing a sense organ?

Based on these questions, the teacher might decide on two important attributes about equilibrium: When two elements reach equilibrium, they have usually undergone a change of state relative to their dimensionality (they have changed shape or size), time or duration (they have shortened or lengthened their time or duration to become equal), or intensity (they have lessened or strengthened to become equal); and there is a specific process involved in reaching a state of equilibrium (the element greater than the other element on some dimension is lessened in that dimension, or the element lesser than the other element becomes greater in that dimension).

Going through the list of attributes is a tool to help teachers and students identify important attributes relative to a new concept. The list is not comprehensive and certainly is not meant to force teachers and students to think about concepts in specific ways. Teachers should feel free to select other attributes or to rephrase attributes whenever appropriate.

Figure 11
Semantice Features



Once important attributes for a concept have been identified, the next step is to reinforce the attributes with students. There are many useful techniques for doing this, all based on the notion of semantic feature analysis. Words are known at a semantic level by features they do or do not possess (Katz & Foder, 1963). Figure 11 illustrates semantic features. The words in set A are all human and two legged. These semantic features are important to understanding the words in the two groups. Of course, semantic features are simply a set of what we have referred to as characteristics or attributes. The words in B1 and B2 are differentiated because all B1 words contain the added semantic feature of being male; all B2 words have the semantic feature female. Words in set C do not share a male-female distinction, but they have a common semantic feature that might be labelled siblings.

Semantic feature theory posits that for each word we know we associate a number of features:

cow [animal] [concrete] [four legged] [milk producing]
girl [animal] [concrete] [two legged] [human] [female]
desk [not animal] [concrete] [four legged]

From this perspective, we might say that learning a word at the attribute level is a process of increasing the number of semantic features associated with a known word and making finer and finer distinctions among those features.

Figure 12
Attribute Comparison Matrix

	furry	barks	four legs
dogs	+	+	+
snakes	–	–	–
birds	–	–	–
horses	–	–	+

To facilitate this, reading researchers (Johnson & Pearson, 1984) have developed what we call the attribute comparison matrix. To construct an attribute comparison matrix, the teacher lists a set of attributes in columns and a set of concepts along rows of a matrix (Figure 12). Words from clusters can be used to compare and contrast concepts by attributes. For example, a teacher might help students discover the important characteristics of *merge* by having them compare it with concepts in its minicluster (*marry, join, fuse*). They would identify (using check marks or pluses and minuses) the attributes of each concept. This can be followed by a number of additional activities. Students can suggest more words that share the same features as those in the matrix, then identify the shared features.

Next, students can analyze the matrix to develop some generalizations about the words. Students should discover that two words rarely, if ever, have the same pattern of semantic features. In other words, the pattern of attributes within a matrix eventually will differ when enough semantic features have been listed. In addition to discovering the uniqueness of words, students will learn the nature and structure of the categories into which words are grouped.

Finally, students can describe the similarities or differences among concepts in a matrix, developing simple descriptions or formal definitions. A simple description emphasizes any combination of attributes of particular interest to students. Some students might highlight the fact that two concepts share all but one attribute. Others might point out that two concepts share very few attributes yet still belong to the same general category.

A linguistic description that includes specific elements is a formal definition. Negin (1987) notes that a formal definition includes a superordinate category to which the word belongs, a subordinate category within the superordinate category, and the attributes that justify the word's inclusion in the subordinate category. For *merge*, students might note that it belongs in the supercluster Types of Motion and the cluster Joining Action, and then list some attributes from the attribute comparison matrix to justify its inclusion as a joining action.

In summary, the clusters can be used to facilitate instruction by providing a frame of reference, an experiential base for learning new labels and new concepts, and comparing new and known concepts.

The clusters provide a framework for basic vocabulary instruction. They also provide a structure for a number of enrichment activities. These are described in Chapter 4.

References

Anderson, Richard, and Freebody, Peter. Vocabulary knowledge. In John T. Guthrie (Ed.), *Comprehension and teaching*. Newark, DE: International Reading Association, 1981.

Chafe, Wallace L. *Meaning and the structure of language*. Chicago: University of Chicago Press, 1970.

Dansereau, Donald. Learning strategies research. In Judith W. Segal, Susan F. Chipman, and Robert Glaser (Eds.), *Thinking and learning skills*, volume 1. Hillsdale, NJ: Erlbaum, 1985.

Fillmore, Charles J. The case for case. In E. Bach and R.T. Harms (Eds.), *Universals in linguistic theory*. New York: Holt, Rinehart & Winston, 1968.

Graves, Donald. The role of instruction in fostering vocabulary. In Margaret McKeown and Mary Curtis (Eds.), *The nature of vocabulary acquisition*. Hillsdale, NJ: Erlbaum, 1987.

Johnson, Dale D., and Pearson, P. David. *Teaching reading vocabulary*. New York: Holt, Rinehart & Winston, 1984.

Jones, Beau F., Amiran, MindaRae, and Katims, Michael. Teaching cognitive strategies and text structures within language arts programs. In Judith W. Segal, Susan F. Chipman, and Robert Glaser (Eds.), *Thinking and learning skills*, volume 1. Hillsdale, NJ: Erlbaum, 1985.

Katz, J., and Fodor, J. The structure of semantic theory. *Journal of Verbal Learning and Verbal Behavior*, 1963, *39*, 170-210.

Klausmeier, Herbert. *Educational psychology*. New York: Harper & Row, 1985.

Marzano, Robert J., and Arredondo, Daisy E. *Tactics for thinking*. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

McTighe, Jay. *Graphic organizers*. Baltimore, MD: Maryland State Department of Education, 1987.

Negin, Gary. *Inferential reasoning for teachers*. Dubuque, IA: Kendall/Hunt, 1987.

Quirk, Randolph, Greenbaum, Sidney, Leech, Geoffrey, and Svartvik, Jan. *A grammar of contemporary English*. London: Longman, 1972.

Schank, Roger, and Abelson, Robert. *Scripts, plans, goals and understanding*. Hillsdale, NJ: Erlbaum, 1977.

Schlesinger, I.M. Production of utterances and language acquisition. In Dan I. Slobin (Ed.), *The ontogenesis of grammar*. New York: Academic Press, 1971.

Smith, Edward E., and Medin, Douglas L. *Categories and concepts*. Cambridge, MA: Harvard University Press, 1981.

Turner, Althea, and Greene, Edith. *The construction of a propositional text base*. Boulder, CO: Institute for the Study of Intellectual Behavior, 1977.

Underhill, Bob, Uprichard, Ed, and Heddens, Jim. *Diagnosing mathematics difficulties*. Columbus, OH: Charles E. Merrill, 1980.

Yuille, John, and Marschark, Marc. Effects on memory: Theoretical perspectives. In Anees A. Sheikh (Ed.), *Imagery: Current theory, research and application*. New York: Wiley, 1983.

Chapter 4

Going Beyond the Clusters

Beck and colleagues (Beck, Perfetti, & McKeown, 1982; McKeown et al., 1983) found that having students involved in a wide variety of vocabulary activities improves vocabulary knowledge. Nagy and Anderson (1984) agreed that when students experience many different word learning activities their motivation and depth of word knowledge improves.

In this chapter, we consider six vocabulary development activities not tied directly to the cluster approach but that can be augmented by use of the categories: (1) making broad associations, (2) creating analogies and metaphors, (3) detecting errors in word use, (4) using morphology, (5) learning words from context, and (6) connecting reading and writing.

Making Broad Associations

For students to understand words at a level deep enough to aid comprehension, they must make many and varied associations with the words (Nagy, 1985). This is supported by several theories (described in Chapter 1) claiming that word knowledge includes many ways of representing information.

Marzano et al. (1987) suggest asking students to make unusual associations with vocabulary words. If the vocabulary to be learned included *virtuoso, philanthropist, novice, hermit,* and *accomplice,* students might be asked to choose which word goes best with *crook* and which goes best with *monastery.* Similarly, students might be encouraged to respond affectively by signaling the emotions words elicit by saying yea or boo.

Underwood's (1969) nine memory cues (described in Chapter 1) can be used in guiding students to make associations. Questions to elicit these and other cues might include the following.

Temporal. Does the new word remind you of a specific event?
Spatial. Does the new word remind you of a particular spatial arrangement?
Frequency. Does the new word remind you of anything that happens over and over?

Modality. Does the new word remind you of a taste, smell, or sound?
Acoustic. Does the new word have a distinctive sound?
Visual. Does the new word remind you of an image?
Affective. Does the new word remind you of an emotion?
Context. Did you first read or hear the word in an unusual situation?
Verbal. Does the new word remind you of interesting information?

Students might ask themselves these questions about new vocabulary words and compare their answers, noting different ways individuals respond to words and different associations people make with words. They might also ask these questions about words in a supercluster, cluster, or minicluster, noting that closely related words often elicit similar reactions or that apparently similar words elicit very dissimilar reactions. To illustrate, consider the words in minicluster 4h.1: *whale, seal, shark, dolphin, walrus, porpoise, swordfish.* After students have answered the questions about each word, they might note that different emotional responses are elicited by *shark.* Where some students associate fear with the concept, others may associate fascination. Similarly, students may differ in the tastes, smells, and sounds they associate with the animals listed. By comparing their responses to words within a supercluster, cluster, or minicluster, students can deepen the number and types of associations they make with words and their knowledge of the words.

Creating Analogies and Metaphors

In a broad sense, teachers use analogies whenever they relate known to unknown words. In a stricter sense, analogical reasoning is a specific type of thinking of the form *A is to B as C is to D.* According to Sternberg (1977), analogical reasoning includes four components: encoding, inferring, mapping, and applying. Encoding is identification of important attributes or characteristics within the analogy. Inferring is identification of the rule that relates adjacent concepts; for example, in the analogy feather is to bird as leaf is to tree, the relationship between adjacent concepts is part to whole. Mapping is identification of the relationship between nonadjacent terms – feather and leaf are parts, tree and bird are wholes. Applying is identifying the missing term, as in feather is to bird as __________ is to tree.

According to Lewis and Greene (1982), there are eight basic semantic relationships around which analogies are commonly built.

1. *Similar Concepts.* Adjacent concepts are synonyms or similar in meaning.
   jump: leap:: shout: ____________
   a. whisper
   b. argue
   *c. scream

2. *Dissimilar Concepts.* Adjacent concepts are antonyms or dissimilar in meaning.
this: that:: go: ___________
   a. proceed
   b. run
   *c. come

3. *Class Membership.* Adjacent concepts belong to the same class or category.
elephant: lion:: blue: ___________
   a. bird
   *b. pink
   c. mood

4. *Class Name and Class Member.* One element in a set is a class name, the other is a member of the class.
fork: utensil:: bee: ___________
   a. flower
   b. spring
   *c. insect

5. *Part to Whole.* One element in a set is a part of the other element in the set.
wheel: car:: heel: ___________
   a. sidewalk
   *b. leg
   c. show

6. *Change.* One element in a set turns into the other element.
plant: seed:: ___________ : butterfly
   a. pollen
   b. wings
   *c. caterpillar

7. *Function.* One element in a set performs a function on or for another.
tutor: student:: ___________ : car:
   a. golf
   b. speed
   *c. driver

8. *Quantity/Size.* The two elements in the set are comparable in terms of quantity or size.
valley: hole:: ___________ : housecat:
   a. jungle
   b. mouse
   *c. lion

Students can use these relationships to form analogies among words within clusters. To illustrate, consider minicluster 1d.4—*boxer, runner, gymnast, fighter, diver, racer, wrestler, skier, lifeguard, skater, swimmer, acrobat, horseman.* Students might be given the following analogy and asked to create similar analogies using related words from the minicluster: gymnast is to gym as racer is to track. Once students have formed analogies, they should be asked to explain the relationships among the concepts in their analogies. What is the relationship between a gymnast and a gym? How is that similar to the relationship between a racer and a track?

A metaphor is similar to an analogy but the central tension in a metaphor is to identify how two seemingly different items are, in fact, similar (Ortony, 1980). The terms in a metaphor are usually called the topic and the vehicle. The topic is the principle subject to which the metaphorical term (or vehicle) is applied. Therefore, if one says that *A* is a *B* when *A* is not literally a *B*, then *A* would be the topic and *B* the vehicle.

Initially, teachers should provide students with a fairly clear representation of the nature and formation of metaphors. To illustrate, we will use the metaphor *love is a rose*. Here *love* is the topic and *rose* the vehicle. *Love* is not related to *rose* at a literal level, but rather at an abstract, attributional level. Literally, *love* and *rose* do not share any common attributes. However, if we consider their attributes in an abstract sense, we begin to see a relationship between the concepts. This is depicted in Figure 13. It is at the level of shared abstract attributes (desirable, double edged) that the connection or central tension between the two concepts can be seen. When presented with this sort of concrete representation of the nature of a metaphor, most students can learn to generate fairly sophisticated metaphors.

Figure 13
Literal and Shared Attributes in a Metaphor

Literal Attributes of Love	Shared Abstract Attributes	Literal Attributes of Rose
an emotion		a flower
sometimes pleasant	desirable	beautiful
can be associated with unpleasant experiences	double edged	has thorns
often occurs in adolescence		comes in different colors

Teachers can give students a metaphor using a word from a cluster (A skater is a ballerina on ice.), then ask the students to explain the tension of the metaphor using the structure shown in Figure 13. Then ask students to generate metaphors for the other words from the cluster. As with analogies, students should be asked to explain their metaphors, describing how the topic and vehicle are similar at the abstract attribute level.

Research indicates that the development of genuine metaphoric comprehension emerges long after a child has mastered the rudiments of language comprehension (Ortony, 1980). However, research also indicates that children have a capacity, although inadequately developed, to understand metaphoric relationships even before the age of five. Exercises requiring students to create metaphoric links between concepts are among the highest level cognitive activities that can take place in the classroom (Suhor, 1984).

Regardless of its apparent complexity and sophistication, developing vocabulary knowledge through metaphor is a skill well worth developing. As Ortony (1980, p. 361) states:

> It is more than a linguistic and psychological curiosity. It is more than rhetorical flourish. It is also a means of conveying and acquiring new knowledge and of seeing things in new ways. It may well be that metaphors are closely related to insight. Anecdotal evidence for this abounds in the history of science. Newton's apple and Kekule's snakes are but two famous examples.

Detecting Errors in Word Use

One of the most powerful ways of reinforcing a deep understanding of words is to help students become aware of errors in word use and how the use and structure of language can change meaning. This was the basic reason behind Vosniadou and Brewer's (1987) recommendation that students engage in Socratic dialogue as an aid to understanding concepts. Several researchers have identified ways language use can affect the meaning of words (Lipman, Sharp, & Oscanyan, 1980; Toulmin, Rieke, & Janik, 1979). Negin (1987) describes ways teachers can help students develop an understanding of errors in language. Three common errors are ambiguity, vagueness, and use of confusing terms.

Ambiguity

A word is ambiguous if it has more than one possible meaning and the reader cannot tell from context which is appropriate. The following statements are ambiguous:

Girls alone are permitted in the club.
Christine has a goldfish but she doesn't care for it.
How many records did he have?

Teachers can ask students to identify ambiguities in their own language. They also can identify ambiguous words in the clusters. For example, the following words could be ambiguous: *bright* (minicluster 38.a.4), *clear* (38a.4), *dull* (38c.2), *cheap* (28e.1), *broke* (28e.2). As an exercise, students might illustrate how words within clusters can be used ambiguously and tell the meaning implied in each situation.

Vagueness

While ambiguous words can have several meanings in a context, a vague word has only one meaning, but it is not clear how it should be applied. Typically, vague words involve statements of quantity or degree. Each sentence below contains a vague word.

There were a lot of people at the beach.
Bill bought a new car.
Do you feel well?

Vague words are important. They are descriptive and are often easier to use than more precise terms. For example, we say "It is cold today" without specifying that it is thirty-one degrees. However, there are circumstances in which vagueness is out of place. In response to the question "When does water freeze?" a science teacher would not want to hear "When it gets very cold."

Teachers can have students identify vague words in clusters; the following have vague meanings: *small* (minicluster 3a.2), *tiny* (3a.2), *wee* (3a.2), *piece* (3f.3), *part* (3f.3), *more* (3g.8), *most* (3g.8), *long* (32f.1), *wide* (32f.1).

Students can illustrate how words are used vaguely and then tell a more precise way to say the same thing.

Confusing Terms

Finally, some words or terms often are confused. For example

affect, effect: *Affect* is a verb meaning "to influence." *Effect* is used either as a verb or a noun. As a verb it means "to bring about" ("He effected a change through his persistance."). As a noun it means "result" ("The effect of the storm was felt for several days.").

already, all ready: *Already* is an adverb meaning that something has occurred prior to a stated time. ("He has already gone."). *All ready* is a phrase expresing a state of being prepared (He was all ready.).

Appendix C contains a number of commonly confused terms identified by Marzano and DiStefano (1981).

In addition to having students note these words and how they can be confused, the teacher might have students identify possible confusions between terms not found in Appendix C. For example, students might note that *vow* and *oath* in minicluster 10i.1 are sometimes used synonymously when in fact they have different meanings. Similarly, they might note that *poise* and *grace* in minicluster 13b.2 are sometimes used incorrectly as synonyms. Making such fine distinctions in word use deepens students' knowledge of words being studied.

Using Morphology

Knowledge of morphological relatedness among words is an important tool in determining the meaning of words from context (Nagy & Anderson, 1984). Sternberg (1985) stresses the importance of internal (verses external or contextual) cues to word meaning.

Nagy and Anderson (p. 326) note that internal approaches to word learning based on etymological or historical relationships among words are of little value in vocabulary instruction: "We remain highly skeptical of approaches to vocabulary that proceed on an etymological or historical approach which feigns that words such as *dialect*, *collect*, and *intellect* have some basic meaning in common." Similarly, Shepard (in Nagy & Anderson) has shown that knowledge of Latin roots is not strongly related to a knowledge of the meanings of words containing such roots.

Nagy and Anderson recommend teaching affixes that allow students to determine the various derived forms of a new word. They refer to a word and its derived form as a "word family." Teaching words together as families has a number of advantages. If the most frequent word in the family is known, this knowledge builds a bridge from familiar to new. For example, once the meaning of *drama* is taught, its derivations (*dramatist, dramatize, dramatization*) can be taught with little additional effort.

Teaching words in families calls students' attention to the process of word formation so they are more likely to take advantage of semantic relationships when learning new words on their own. In addition, covering a family of words familiarizes students with the changes in meaning that occur between related words, thus preparing them to deal with cases in which the semantic relationships among morphologically related words are not apparent.

Figure 14 lists suffixes that often change the part of speech of the words to which they are attached. This list can help to reinforce students' knowledge of word families. Students can apply these suffixes to the words in a cluster, noting changes in meaning that are produced. To illustrate, consider the words in minicluster 38b.1: *shine, sparkle, flash, glow, glitter, glisten, twinkle, shimmer, dazzle, radiate*. Students might experiment with the affixes in Figure 14, creating real and fabricated words and explaining their meaning. Some real words they might produce include *shiny, shiner, sparkly,* and *sparkler.* How do these words differ in meaning from their original forms? Some fabricated words they might produce include *flashable, glower,* and *glitterdom.* What might these words mean? (What would *glitterdom* be like?)

Figure 14
Suffixes

Suffixes marking nouns

-acy
-age
-an
-ance
-ancy
-ant
-ar
-ard
-ary
-ate
-cy
-dom
-ee
-eer
-ence
-ency
-ent
-er
-ery
-ess
-ette
-hood
-ice
-ie
-ier
-ite
-ism
-ist
-ity
-ive
-kin
-let
-ment
-mony
-ness
-or
-ory
-ship
-ster
-teen
-tion
-tude
-ty
-ure
-y
-yer

Suffixes marking verbs

-ate
-en
-fy
-ify
-ise
-ize

Suffixes marking adjectives

-able
-ac
-aceous
-al
-am
-ar
-ary
-ate
-ble
-ent
-er
-ern
-escent
-ful
-ible
-ic
-ical
-id
-ile
-ine
-ish
-less
-like
-ly
-ory
-ose
-ous
-some
-ty
-ulent
-wise
-y

Suffixes marking adverbs

-ally
-fold
-like
-ly
-ward
-ways
-wise

Johnson and Pearson (1984) recommend direct instruction in the following inflectional endings.

Plural
s – girls
es – watches

Comparison
er – taller
est – tallest

Tense
ed – jumped
ing – jumping
s – jumps

Possessive
's – Ann's, boy's

Ask students to use words in a cluster in their inflected forms. Similarly, give students activities in which they use prefixes. Some common Latin, Greek, and Anglo Saxon prefixes are listed in Figure 15.

Ideally, students will transfer the knowledge they gain from such word analysis activities to situations in which they are trying to determine the meaning of unknown words.

Figure 15
Prefixes

Latin Prefixes

ab-, abs-, a-	from, away	abstain
ad-	to, toward	adjoin
ante-	before	antecedent
bene-	well, good	benefactor
bi-	two	bimodal
circum-	around, about	circumnavigate
con-	with	concurrent
contra-	against	contradistinction
de-	down	depress
dis-	apart, opposite of	dislike
ex-	out, from	excavate
extra-	beyond	extracurricular
in-, il-, im-, ir-	not	inept, illicit, immature, irrational
in-, im-	in	infringe, impede
inter-	between	intercede
intra-	within	intramural
intro-	within	introspection
juxta-	near	juxtapose
non-	not, opposite from	nonviolent
per-	through	perforate
post-	after	postmortem
pre-	before	predetermine
re-	again, back	reclaim, recoil
retro-	backward	retroflex
semi-	half, partly	semiskilled
sub-	under	submarine
super-	over	supersonic
trans-	across	transcontinental
ultra-	beyond, extremely	ultraconservative

Greek Prefixes

a-, an-	not	amorphous, anhydrous
ambi, amphi-	around, both	ambidextrous, amphibious
ana-	back, opposite	anaphase
anti-	against	antiwar
cata-	down	cataclysm
dia-	through	diatribe
dys-	bad	dysfunction
epi-	upon	epigram
eu-	good	euphemism
hyper-	beyond, excess	hyperactive
hypo-	under	hypotension

Figure 15
Prefixes (continued)

meta-	beyond, denoting change	metaphysics metamorphosis
para-	side by side, near	paraphrase
peri-	around	perimeter
prot-	first	prototype
syn-, sym-	together	synchronize, symphony
Anglo-Saxon Prefixes		
a-	in, on, of	ashore, akin
be-	near, about	beside
for-	off, to the uttermost	forswear, forbear
mis-	wrong, bad	misunderstand
out-	beyond, more than	outlaw
over-	too much	overcompensate
un-	not	unbeaten
with-	against	withstand

Durkin (1976, pp. 54-55) has developed a two step method for teaching students to use information available from prefixes and suffixes as word analysis tools.

1. With derived and inflected words, prefixes and suffixes should be separated mentally from the root so that if the root is not familiar, its pronunciation can be worked out with the help of letter sound relationships.
2. Once a root is identified, the suffix immediately attached to it should be added. If there is a second suffix, that should be added next. The prefix is added last.

Durkin offers the following illustration of the analysis-synthesis process for derived and inflected words.

foretell	*carelessness*	*unwanted*	*unenviable*
tell	careless	wanted	enviable
foretell	care	want	envy
	careless	wanted	enviable
	carelessness	unwanted	unenviable

In addition to Durkin's generalized strategy, the following activities can be used to reinforce students' knowledge and use of prefixes and suffixes.

1. Select a root word to which many prefixes and suffixes can be added (e.g.,

courage). Have the students use a list of prefixes and suffixes and the dictionary to generate as many words as possible: *discourage, encourage, courageous*.

2. Have students create new words using common roots and affixes. Johnson and Pearson (1984, p. 102) illustrate this process using the following four sets of roots and affixes.

trans	luno	graph	ological
tele	helio	vis	ic (or al)
proto	stella	phon	ology
neo	terre	trop	phobia

   Students can select one prefix or suffix from each column to create such new words as *telelunophonology*, the study of sending sound across the moon.

3. Identify from the newspaper words that have roots and affixes. Have students break the words into their component parts.

4. Compound words also can help reinforce students' knowledge of morphological relationships among words. Compound words are usually defined as two words joined together to create a new word that has the combined meaning of the two root words. In many cases, this is an inaccurate definition. For example, consider *blackboard*. It means more than is suggested by the meaning of the two roots–*black* and *board*. Many instructional activities can be developed using a list of compound words.

   a. Separate compound words into their roots. Have students discuss the independent meanings of the roots and then the combined meaning in the compound word (for example, *afternoon, mailbox*, and *streetlight*).

   b. Make word puzzles by supplying students with definitions of root words for selected compound words. See if students can identify the compound words using these definitions.

      animal with wings + container used for bathing = (answer: birdbath)

   c. Have students separate compound words into their roots and discuss the meaning of those roots. This activity helps demonstrate that some compounds are truly composites of the meaning of both root words while others are not.

Learning Words from Context

In Chapter 1, we noted that wide reading should be considered a primary vocabulary development technique. As students increase the amount and type of reading they do, they increase the number of words they learn through context. Ekwall and Shanker (1983) say students should be taught the use of six basic contextual clues.

Description clues. A description of the word, often in a phrase set off by commas: The *general*, a great leader, was worried about the battle.

Comparison/contrast clues. A comparison or contrast of the unknown word to a known word: He was *upset* instead of happy about winning the election.

Experience or familiar expressions clues. A child's experience or knowledge of familiar expressions used to help determine the unknown word: She was as *quiet* as a mouse.

Synonym clues. A word with a similar meaning: Todd's *automobile* was one of the nicest cars on the block.

Example clues. An example given to provide the needed clues for identification: Cliff is extremely *competitive*. He will bet on almost anything.

Definition clues. A word directly defined in context: A *noun* is a person, place, or thing.

Sternberg (1985) offers a slightly different list of important contextual clues, which he calls external cues.

Temporal. Cues regarding the duration or frequency of the unknown word or when the unknown word can occur: A total *eclipse* of the sun occurs just a few times each century.

Spatual. Cues regarding the location of the unknown word or possible locations in which the unknown word can be found: The *biceps* are located above the elbow on the inner part of the arm.

Value. Cues regarding the worth or desirability of the unknown word or the types of affect the unknown word arouses: *Alcoholism* can cause great stress within a family.

Stative descriptive. Cues regarding the properties of the unknown word (size, shape, color, odor, feel): A *prairie* is flat and relatively dry with light but consistent vegetation.

Functional descriptive. Cues regarding possible purposes of the unknown word, actions the unknown word can perform, or probable uses of the unknown word: A *moped* can be used for daily transportation when the weather is not bad.

Causal/enablement. Cues regarding possible causes of or enabling conditions for the unknown word: A *tsunami* can occur in the South Pacific as a result of an earthquake at the bottom of the ocean.

Class membership. Cues regarding one or more classes of which the unknown word is a member or cues describing the general class to which the unknown word belongs: A tsunami is a type of *tidal wave* that has a particularly high speed.

Equivalence. Cues regarding the similarities or differences of the unknown word with known words: The *mode* is like the *mean* except that it is based on the most frequent score.

As students encounter unknown words in their reading, they can look for these and other clues and generate hypotheses as to what the unknown words mean. As students continue reading and gathering more information about an unknown word, they should shape their hypotheses, deleting inaccurate information and adding information not included in their initial guess. This is a process those involved in semiotic theory (Eco, 1976) and those interested in its application to language learning (Langer, 1983) refer to as *retroduction*, an initial "messy guess" as to what a word might mean. Eco notes that people routinely do this in activities ranging from everyday conversation to scientific inquiry. Highly creative acts of retroduction are involved in interpreting a complex literary text, solving criminal cases, and making new scientific paradigms (Eco, 1976).

It is during retroduction that clusters can be of use. When students encounter a new word and attempt to determine its meaning using contextual clues, they can also try to categorize the unknown word, identifing the cluster to which the unknown word logically belongs. Implicit in this categorization process is the comparison and contrast of the unknown word with known words. As students advance through the process of retroduction, gradually adding information to their understanding of a new word, they might also adjust the meanings of some of the known words in the category to which the unknown word has been assigned. This helps them look for new distinctions with which to differentiate words in a category.

Clusters can act as broad organizers in which to house words students learn through context as a result of their wide reading and language use. We believe that in a very direct sense this meets Nagy and Anderson's challenge (1984, p. 328) that "Vocabulary instruction ought…to teach skills and strategies that would help children become independent word learners."

Having students categorize new words they encounter in their reading and then compare and contrast them with known words in a category helps develop the priming function Jenkins, Stein, and Wysocki (1984) say is so important to learning words in context. Specifically, they found that repeated encounters with a new word do not insure that students will learn the word, even when the context is particularly rich for discovering the word's meaning. Instead, the word must be marked either in advance (e.g., the teacher primes students to the new words they will encounter in a passage) or after the fact (e.g., students record new words they encounter while reading).

Connecting Reading and Writing

Researchers and theorists such as Applebee and Langer (1983) and Graves (1983) have noted that reading and writing are natural language activities and should not be treated in isolation. Reading and writing reinforce one another. Duin and Graves (1987) found that focusing on vocabulary development during writing activities has a direct, positive effect on the quality of student writing.

Substantial research has been done on the writing process. Graves (1983) discribes the writing process in terms of choice, rehearsal, and composing. Cooper and O'Dell (1977) talk about writing as consisting of prewriting, writing, and revising. Glatthorn (1982) speaks of exploring, planning, drafting, and revising. Regardless of the terms used, writing is an identifiable process with phases or stages. Flower and Hayes (1980a, 1980b, 1981) have shown that these stages are not discrete or linear; when people write, they do not always explore, plan, draft, and revise. Instead, writing is much more iterative, with writers looping back to previous phases as they make decisions about content, form, and style. However, for instruction, it is useful to present students with a stage or phase model of writing.

The following description of how Hilary, a second grader, progresses through these stages, is based on Graves' model of choice, rehearsal, and composing (paraphrased from DiStefano, Dole, & Marzano, 1984, pp. 25-26).

> *Choice.* Hilary talks to her teacher about seeing the movie *Bambi.* Her teacher encourages her to write something about the movie to share with her classmates. Hilary agrees and begins rehearsal.
>
> *Rehearsal.* Hilary draws a deer in a forest with big bushes, trees, and other animals. When the teacher asks Hilary about the picture, Hilary says Bambi is looking for his mother, who died in the fire. Hilary begins to jot down words such as *fire, deer, Bambi,* and *mother.* Then she begins to compose.
>
> *Composing.* Hilary asks her teacher for help. "I don't know where to begin," she says. "Should I start from when my mom and dad said they would take me?" "What do you think?" says her teacher. "I think I'll start with the fire in the forest." Hilary begins to write. "Once upon a time...." After three sentences, she stops. She asks her teacher to read what she has written. The teacher suggests that Hilary read her partial story to her friend Kim. When Hilary finishes, she says she will take the paper home and finish it. Kim tells her not to forget to say how the campers started the fire and offers a few more suggestions.

As the example illustrates, in the choice phase students select a topic to write about. During the rehearsal phase, they begin to shape the ideas they will express in their writing–transforming mental images to pictures, symbols, and words. During composing, students write, progressing through a series of drafts.

It is during the rehearsal phase that the clusters can be of most use. Once Hilary had decided to write about Bambi and had finished her drawing, the teacher could have guided her to some specific clusters that might contain useful concepts for Hilary to consider in her writing. For example, the teacher might have had Hilary examine the words in supercluster 4 (Animals) and respond to the question "What other types of animals might you want to mention in your story?"

Similarly the teacher might have asked Hilary to examine the words in supercluster 5 (Feelings/Emotions) to identify some emotions she might want to depict using her animal characters.

Conclusion

In this book we have described various ways to use clusters to teach words and concepts while attempting to illustrate that such an approach has a sound theoretical and research base. Much research still must be done before such a system should be adopted on a large scale, but we believe there is enough evidence to justify field testing to determine the best audience for such instruction and the best words to teach. The techniques presented here and the clusters and basic words in Appendix A are one of the first steps in that effort. Readers are encouraged to adapt the techniques and categories to suit their own purposes.

References

Applebee, Arthur, and Langer, Judith. Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 1983, *60*, 168-175.

Beck, Isabel, Perfetti, Charles, and McKeown, Margaret. Effect of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 1982, *74* (4), 506-521.

Cooper, Charles, and O'Dell, Lee (Eds.). *Evaluating writing: Describing, measuring, judging*. Urbana, IL: National Council of Teachers of English, 1977.

DiStefano, Philip, Dole, Janice, and Marzano, Robert. *Elementary language arts*. New York: Wiley, 1984.

Duin, Ann, and Graves, Michael. Intensive vocabulary instruction as a prewriting technique. *Reading Research Quarterly*, 1987, *22*, 311-330.

Durkin, Dolores. *Teaching word identification*. Boston: Allyn and Bacon, 1976.

Eco, Umberto. *A theory of semiotics*. Bloomington, IN: Indiana University, 1976.

Ekwall, Eldon E., and Shanker, James L. *Diagnosis and remediation of the disabled reader*. Boston: Allyn and Bacon, 1983.

Flower, Linda, and Hayes, John. A cognitive process theory of writing. *College Composition and Communication*, 1981, *32*, 365-387.

Flower, Linda, and Hayes, John. The cognition of discovery, defining a rhetorical problem. *College Composition and Communication*, 1980a, *13*, 21-32.

Flower, Linda, and Hayes, John. The dynamics of composing: Making plans and juggling constraints. In L.W. Gregg and E.R. Steinburg (Eds.), *Cognitive processes in writing*. Hillsdale, NJ: Erlbaum, 1980b.

Glatthorn, Allan. Demystifying the teaching of writing. *Language Arts*, 1982, *59*, 722-725.

Graves, Donald. *Teachers and children at work*. Exeter, NH: Heinemann, 1983.

Jenkins, Joseph, Stein, Marcy, and Wysocki, Katherine. Learning vocabulary through reading. *American Educational Research Journal*, 1984, *21* (4), 767- 787.

Johnson, Dale D., and Pearson, P. David. *Teaching reading vocabulary*. New York: Holt, Rinehart & Winston, 1984.

Langer, Susanne K. Discursive and presentational forms. In Robert E. Innis (Ed.), *Semiotics*. Bloomington, IN: Indiana University, 1985.

Lewis, David, and Greene, James. *Thinking better.* New York: Holt, Rinehart & Winston, 1972.

Lipman, Matthew, Sharp, Ann Margaret, and Oscanyan, Frederick. *Philosophy in the classroom.* Philadelphia: Temple University Press, 1980.

Marzano, Robert J., and DiStefano, Philip. *The writing process.* New York: D. Van Nostrand, 1981.

Marzano, Robert J., Hagerty, Patricia, Valencia, Shelia, and DiStefano, Philip. *Reading diagnosis and instruction: Theory into practice.* Englewood Cliffs, NJ: Prentice Hall, 1987.

McKeown, Margaret, Beck, Isabel, Omanson, Richard, and Perfetti, Charles. The effects of long-term vocabulary instruction on reading comprehension: A replication. *Journal of Reading Behavior,* 1983, *15* (1), 3-18.

Nagy, William E. *Vocabulary instruction: Implications of the new research.* Paper presented at the conference of the National Council of Teachers of English, Philadelphia, 1985.

Nagy, William, and Anderson, Richard. How many words are there in printed school English? *Reading Research Quarterly,* 1984, *19,* 303-330.

Negin, Gary. *Inferential reasoning for teachers.* Dubuque, IA: Kendall/Hunt, 1987.

Ortony, Andrew. Metaphor. In Rand J. Spiro, Bertram C. Bruce, and William F. Brewer (Eds.), *Theoretical issues in reading comprehension.* Hillsdale, NJ: Erlbaum 1980.

Sternberg, Robert J. *Beyond IQ.* Cambridge, England: Cambridge University Press, 1985.

Sternberg, Robert J. *Intelligence, information processing and analogical reasoning: The computational analysis of human abilities.* Hillsdale, NJ: Erlbaum, 1977.

Suhor, Charles. Toward a semiotic-based curriculum. *Journal of Curriculum Studies,* 1984, *16,* 247-257.

Toulmin, Stephen, Rieke, Richard, and Janik, Allan. *An introduction to reasoning.* New York: Macmillan, 1979.

Underwood, B.J. Attributes of memory. *Psychological Review,* 1969, *76,* 559-573.

Vosniadou, Stella, and Brewer, William F. Theories of knowledge restructuring on development. *Review of Educational Research,* 1987, *57* (1), 51-67.

Appendix A
Words in Clusters

Supercluster 1
Occupations

1a Occupations (General)

Minicluster	Grade Level	Part of Speech
1a.1. **Workmen**		
workmen (workman)	3	N
worker (work)	4	N
b workman	4*	N
laborer (labor)	4*	N
professional (profession)	5	N
b craftsman	5*	N
employee (employ)	6	N
1a.2. **Occupation**		
b occupation	3*	N
b career	5	N
b craft	5	N
b role	5*	N
b profession	6	N
livelihood (life)	SS	N
employment (employ)	SS	N
1a.3. **Task**		
b job	2	N
b housework	3*	N
b task	4	N
b chore	4	N
b labor	5	N, V
production (produce)	6	N

1b Supervisors/Assistants

Minicluster	Grade Level	Part of Speech
1b.1. **Assistant**		
assistant (assist)	4*	N
attendant (attend)	5	N
b apprentice	5	N
b journeyman	SS	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

For readers' convenience, this Key is repeated periodically throughout Appendix A.

Readers should note that many of the words on this list are sex stereotyped because the list is based on basals written before publishers began to reduce sex stereotyping in books for children.

1b.2.	**Boss**		
	owner (own)	3	N
b	boss	4	N
	director (direct)	4*	N
b	foreman	5	N
	manager (manage)	5	N
b	landlord	6	N
	employer (employ)	6*	N
1b.3.	**Supervisor**		
	leader (lead)	5	N
b	superintendent	5	N
	supervisor (supervise)	6	N
	overseer (oversee)	SS	N
b	chairman	SS	N
	administrator (administrate)	6+	N
1b.4.	**Founder**		
	producer (produce)	5*	N
	founder (found)	6	N
b	sponsor	6	N

1c Royalty/Statesmen

	Minicluster	Grade Level	Part of Speech
1c.1.	**Governor**		
b	mayor	4	N
	dignitary (dignity)	4	N
b	official	4	N
	governor (govern)	5	N
b	congressman	5*	N
	ambassador (embassy)	5*	N
b	statesman	5*	N
	congresswoman (congressman)	5	N
b	consul	5*	N
b	tribune	6	N
	politician (politics)	6	N
	senator (senate)	6	N
	councilor (council)	6	N
b	candidate	6*	N
b	delegate	6*	N
1c.2.	**Master**		
b	majesty	3	N
b	master	3	N, V
b	highness	6	N
b	hidalgo	SS	N
1c.2.1	___________		
b	throne	6	N
1c.3.	**King**		
b	king	2	N
b	queen	3	N
	princess (prince)	3	N
b	prince	3	N
b	knight	5	N
	duchess (duke)	5	N
b	duke	5	N
b	sire	5	N
b	earl	5*	N
b	baron	5*	N
b	sultan	5	N
b	czar	5*	N
b	squire	5*	N
b	nobleman	SS	N
b	sheik	SS	N
1c.4.	**Emperor**		
b	lord	3	N, V
b	chief	3	N
b	monarch	4	N
b	president	4	N
	empress (empire)	5	N
	emperor (empire)	5	N
b	vice president	6	N
	dictator (dictate)	SS	N
	liberator (liberate)	SS	N
1c.4.1	___________		
	imperial (empire)	5*	A
	presidential (president)	6*	A

1d People in Sports

	Minicluster	Grade Level	Part of Speech
1d.1	**Winner**		
	winner (win)	4*	N
	loser (lose)	6*	N

1d.2. **Athlete**		
player (play)	4	N
b athlete	6	N
contestant (contest)	6	N
1d.3. **Fielder**		
batter (bat)	3	N
b baseman	4	N
fielder (field)	4*	N
catcher (catch)	5	N
b shortstop	6	N
1d.4. **Wrestler**		
boxer (box)	1	N
runner (run)	4	N
gymnast (gym)	4	N
fighter (fight)	4*	N
diver (dive)	4*	N
racer (race)	5*	N
wrestler (wrestle)	5*	N
skier (ski)	5*	N
b lifeguard	6	N
skater (skate)	6	N
swimmer (swim)	6	N
b acrobat	6	N
b horseman	SS	N
1d.5. **Coach**		
trainer (train)	2	N
b coach	3	N, V
b umpire	4	N, V
b referee	6	N, V

1e Reporters/Writers

Minicluster	Grade Level	Part of Speech
1e.1. **Newscaster**		
sportscaster (sportscast)	4	N
b weatherman	4*	N
newscaster (newscast)	5*	N
announcer (announce)	6	N
1e.2. **Writer**		
reporter (report)	3*	N
b author	4	N
poet (poem)	4	N
b newspaperman	4	N
writer (write)	4*	N
narrator (narrate)	5	N
historian (history)	6*	N
b critic	6*	N
speaker (speak)	EN	N

1f Outdoor Professions

Minicluster	Grade Level	Part of Speech
1f.1. **Hunter**		
fisher (fish)	4	N
hunter (hunt)	4	N
trapper (trap)	4*	N
b fisherman	5	N
camper (camp)	5*	N
tanner (tan)	6	N
b gamesman	6+	N
b sportsman	6+	N
1f.2. **Miner**		
miner (mine)	4*	N
digger (dig)	5*	N
1f.3. **Cowboy**		
b cowhand	2	N
cowboy (cowhand)	2	N
ranger (range)	4	N
rancher (ranch)	4	N
b shepherd	4	N
b scout	4	N, V
b stockman	SS	N
b herdsman	SS	N
cowgirl (cowhand)	SS	N
1f.4. **Farmer**		
farmer (farm)	2	N
gardener (garden)	4	N
grower (grow)	5*	N
b serf	6*	N
picker (pick)	SS	N
sharecropper (sharecrop)	SS	N

1f.5. **Logger**		
logger (log)	4*	N
b lumberjack	5	N
b woodcutter	5	N
b woodsman	5*	N
forester (forest)	5*	N
cutter (cut)	6*	N
b lumberman	SS	N

1g Artists

Minicluster	Grade Level	Part of Speech
1g.1. **Painter**		
painter (paint)	4	N
potter (pot)	4*	N
artist (art)	5	N
designer (design)	5*	N
b architect	6*	N
sculptor (sculpt)	6	N
photographer (photograph)	6	N
1g.2. **Musician**		
musician (music)	4	N
conductor (conduct)	5	N
composer (compose)	5*	N
singer (sing)	6	N
drummer (drum)	6	N
violinist (violin)	6*	N
soloist (solo)	EN	N

1h Entertainers

Minicluster	Grade Level	Part of Speech
1h.1. **Actress**		
b model	3	N, V
dancer (dance)	5*	N
actress (act)	6	N
actor (act)	6	N
1h.2. **Clown**		
b clown	2	N, V
b barker	4*	N
magician (magic)	5	N
comic (comedy)	5	N
juggler (juggle)	5*	N
1h.3. **Entertainer**		
entertainer (entertain)	4	N
performer (perform)	5*	N

1i Teachers/Advisors

Minicluster	Grade Level	Part of Speech
1i.1. **Teacher**		
teacher (teach)	2	N
b professor	3	N
b student	4	N
b pupil	4	N
librarian (library)	4	N
b principal	5	N
instructor (instruct)	5*	N
b tutor	6	N, V
1i.2. **Counselor**		
counselor (counsel)	6	N
adviser (advise)	6*	N
therapist (therapy)	6+	N

1j Public Servants

Minicluster	Grade Level	Part of Speech
1j.1 **Policeman**		
b fireman	1*	N
firemen (fireman)	1	N
b policeman	2	N
policewoman (policeman)	2	N
detective (detect)	3	N
b officer	4	N
b sheriff	5	N
inspector (inspect)	5*	N
b trooper	6	N
protector (protect)	6*	N

1k Scientists/Discoverers

Minicluster	Grade Level	Part of Speech
1k.1. **Scientist**		
scientist (science)	3	N
engineer (engine)	3	N
b astronaut	4	N
veterinarian (veterinary)	4*	N
astronomer (astronomy)	5	N
archeologist (archeology)	5	N
biologist (biology)	5*	N
mathematician (mathematics)	6	N
chemist (chemistry)	6	N
naturalist (nature)	6	N
geographer (geography)	SS	N
geologist (geology)	SC	N
meteorologist (meteorology)	SC	N
botanist (botany)	SC	N
1k.2. **Explorer**		
inventor (invent)	3	N
explorer (explore)	4	N
discoverer (discover)	5*	N
surveyor (survey)	5*	N
researcher (research)	6*	N

1L Areas of Work

Minicluster	Grade Level	Part of Speech
1L.1. **Business**		
b business	3	N
b law	4	N
b military	5	N
education (educate)	5	N
b agriculture	5*	N
b industry	6	N
b politics	6	N
b religion	6	N
1L.2. **Science**		
b medicine	3	N
b science	3	N
b geography	4	N
b chemistry	5	N
b geology	5*	N
b astronomy	5*	N
b biology	5*	N
b archeology	6*	N
b architecture	6	N
b psychology	SC	N
b physics	SC	N
1L.2.1 ________		
scientific (science)	4	A, AV (+ly)
geological (geology)	6	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6 The grade level at which a word is introduced.
* Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
– Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

1m Occupations Related to Buying/Selling

Minicluster	Grade Level	Part of Speech
1m.1. **Customer**		
b customer	3	N
buyer (buy)	5*	N
shopper (shop)	6*	N
b patron	6+	N
1m.2. **Salesman**		
peddler (peddle)	3	N
b merchant	4	N
b salesman	4*	N
trader (trade)	4*	N
seller (sell)	5*	N
vendor (vend)	6*	N

1n Small Business

Minicluster	Grade Level	Part of Speech
1n.1. **Blacksmith**		
b goldsmith	4*	N
b blacksmith	5	N
b shoemaker	6	N
cobbler (cobble)	6	N
1n.2. **Baker**		
b butcher	4	N, V
baker (bake)	4	N
b grocer	5*	N
b milkman	6*	N
1n.3. **Tailor**		
miller (mill)	2	N
b tailor	4	N, V
weaver (weave)	4*	N
b tinker	5	N, V
florist (flower)	6+	N

1o People Who Work in Offices

Minicluster	Grade Level	Part of Speech
1o.1. **Businessman**		
b businessman	4*	N
businesswoman (businessman)	4*	N
1o.2. **Secretary**		
b secretary	6	N
typist (type)	6*	N
receptionist (reception)	6*	N

1p Builders

Minicluster	Grade Level	Part of Speech
1p.1. **Builder**		
builder (build)	3*	N
manufacturer (manufacture)	5*	N
contractor (contract)	6+	N

1q Printers

Minicluster	Grade Level	Part of Speech
1q.1. **Publisher**		
printer (print)	3*	N
editor (edit)	4*	N
publisher (publish)	5*	N
b scribe	5*	N

1r People Who Clean Up

Minicluster	Grade Level	Part of Speech
1r.1. **Janitor**		
b garbageman	4	N
b janitor	5	N
custodian (custody)	6+	N

1s Occupations Related to Money

Minicluster	Grade Level	Part of Speech
1s.1. **Banker**		
banker (bank)	4	N
b teller	6*	N
cashier (cash)	6+	N
accountant (account)	6+	N

1t Occupations Related to Prisons

Minicluster	Grade Level	Part of Speech
1t.1. **Prisoner**		
prisoner (prison)	4	N
b slave	5	N
captive (capture)	5	N, A
warden (ward)	6	N
b inmate	6+	N
1t.2. **Guard**		
b guard	3	N, V
b watchman	4*	N
b sentry	6	N

1u Occupations Related to Medicine

Minicluster	Grade Level	Part of Speech
1u.1. **Doctor**		
b doctor	2	N, V
b nurse	3	N
b patient	3	N
dentist (dental)	4*	N
b physician	5*	N
surgeon (surgery)	6	N
psychiatrist (psychiatry)	6+	N

1v Occupations Related to Transportation

Minicluster	Grade Level	Part of Speech
1v.1. **Pilot**		
b pilot	3	N, V
flier (fly)	4	N
b skipper	5	N
b porter	5	N
b seaman	5*	N
copilot (pilot)	6+	N
b steward	6+	N
stewardess (steward)	6+	N

1w Clergy/Religious

Minicluster	Grade Level	Part of Speech
1w.1. **Priest**		
b cardinal	3*	N
b minister	5	N
b priest	6	N
b bishop	6	N
b monk	6	N
abbot (abbey)	6	N
b prophet	6	N
missionary (mission)	6	N
b nun	6*	N
b pope	6+	N
b deacon	6+	N

1x Repairmen

Minicluster	Grade Level	Part of Speech
1x.1. **Carpenter**		
b repairman	3*	N
b plumber	3*	N
b carpenter	4	N
b mason	5	N
mechanic (mechanics)	6	N
technician (technical)	6	N

1y Legal Participants and Occupations

Minicluster	Grade Level	Part of Speech
1y.1. **Judge**		
b judge	3	N, V
defendant (defend)	4	N
clerk (clerical)	4*	N
b witness	5	N, V
lawyer (law)	6	N
b attorney	6+	N
prosecutor (prosecute)	6+	N
counselor (counsel)	6+	N
juror (jury)	6+	N
1y.1.1 ________		
b trial	4	N

1z Servants

Minicluster	Grade Level	Part of Speech
1z.1. **Maid**		
b maid	3	N
servant (serve)	3	N
b butler	3*	N
b usher	5*	N, V

1aa Occupations Related to Restaurants

Minicluster	Grade Level	Part of Speech
1aa.1. **Waitress**		
b dishwasher	2	N
waiter (wait)	4*	N
waitress (wait)	4*	N
b chef	5*	N
b busboy	6+	N

1bb Messengers

Minicluster	Grade Level	Part of Speech
1bb.1. **Mailman**		
operator (operate)	4	N
messenger (message)	4	N
b postmaster	5*	N
telegrapher (telegraph)	SC	N
b mailman	6+	N

1cc Occupations Usually Held by Youths

Minicluster	Grade Level	Part of Speech
1cc.1 **Babysitter**		
babysitter (babysit)	6+	N
b paperboy	6+	N

1dd Work Related Actions

Minicluster	Grade Level	Part of Speech
1dd.1. **Work**		
b work	K	N, V
b struggle	3	N, V
b toil	6	N, V
b overwork	EN	V
1dd.2. **Hire**		
b hire	5	V
b employ	5	V
1dd.2.1 ___________		
b apply	5	V
1dd.3. **Quit**		
b quit	4	V
b resign	5*	V
b retire	6	V
1dd.4. **Usage**		
usage (use)	5*	N
b overuse	EN	N

Supercluster 2

Types of Motion

2a General Motion

Minicluster	Grade Level	Part of Speech
2a.1. **Motion**		
b motion	4	N, V
action (act)	4	N
movement (move)	5	N
activity (act)	5	N
2a.1.1 ___________		
movable (move)	4*	A
motionless (motion)	5	A
b mobile	5*	N, A, AV (+ly)

2b Lack of Motion

Minicluster	Grade Level	Part of Speech
2b.1. **Stillness**		
stillness (still)	4	N
inertia (inert)	SC	N
b standstill	SS	N
2b.1.1. ____________		
b stationary	5*	A
b static	SC	A, AV (+ly)
2b.2. **Suspend**		
b hang	2	V
b dangle	4	V
b suspend	6	V
2b.2.1. ____________		
suspension (suspend)	6	N
2b.3. **Stay**		
b stay	1	N, V
b wait	2	N, V
b remain	4	V
b hesitate	4	V
b pause	4	N, V
b linger	4	V
b falter	4	V
b putter	4	V
await (wait)	4	V
2b.4. **Interrupt**		
b interrupt	4	V
b delay	5	N, V
2b.4.1 ____________		
interruption (interrupt)	6+	N
2b.5. **Rest**		
b rest	2	N, V
b settle	3	V
b relax	4	V
b lounge	6*	V
b bask	6	V

2c Beginning Motion

Minicluster	Grade Level	Part of Speech
2c.1. **Begin**		
b begin	2	V
b start	2	N, V
b introduce	4	V
originate (origin)	6+	V
2c.1.1 ____________		
beginning (begin)	3	N
introduction (introduce)	4	N
initiation (initiate)	4	N
2c.1.2 ____________		
beginner (begin)	2	N
2c.1.3 ____________		
b initial	6	A, AV (+ly)
introductory (introduce)	EN	A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

2d The Act of Occurring

Minicluster	Grade Level	Part of Speech
2d.1. **Do**		
b do	K	V
b commit	6	V
2d.2. **Happen**		
b happen	2	V
b undergo	4*	V
b occur	5	V
2d.3. **React**		
react (act)	4	V
2d.3.1 ____________		
reaction (act)	5*	N

2e Completion

Minicluster	Grade Level	Part of Speech
2e.1. **Complete**		
b end	2	N, V
b finish	2	N, V
b fulfill	6	V
b complete	6	V, A, AV (+ly)
b culminate	6+	V
2e.1.1 ____________		
completion (complete)	6+	N

2f Halting/Stopping

Minicluster	Grade Level	Part of Speech
2f.1. **Stop**		
b stop	1	N, V
b quit	4	V
b cease	5	V
b halt	5	V
2f.2. **Prevent**		
b prevent	5	V
b ban	6*	V
b abolish	6	V
2f.3. **Avoid**		
b avoid	5	V
2f.4. **Resist**		
b resist	5	V
2f.5. **Clog**		
b filter	3	V
b smother	5	V
b clog	5*	N, V
b muffle	6	V
b stifle	6	V

2g General Actions Involving Coming/Going

Minicluster	Grade Level	Part of Speech
2g.1. **Arrival**		
arrival (arrive)	6	N
departure (depart)	6	N
2g.1.1 ____________		
destination (destiny)	6	N
2g.2. **Journey**		
b trip	2	N
b travel	3	N, V
b journey	4	N, V
flight (fly)	4	N, V
b voyage	5	N
b expedition	5	N
b excursion	5*	N
b safari	5*	N
b tour	6	N, V
migration (migrate)	SC	N
2g.3. **Adventure**		
b adventure	3	N
b quest	6	N
2g.3.1 ____________		
exploration (explore)	6	N
2g.4. **Leave**		
b leave	2	V
b withdraw	5*	V
b depart	6	V
b recede	SS	V

2g.5. **Vanish**		
disappear (appear)	3	V
b vanish	4	V
2g.5.1 ________		
b appear	3	V
2g.6. **Roam**		
b wander	3	V
b roam	4	V
b stray	5	N, V
b migrate	5	V
b rove	5	V
2g.7. **Come**		
b come	K	V
b visit	2	V
b arrive	3	V
2g.8. **Go**		
b go	2	V
b approach	4	N, V
b proceed	5	V
b advance	5	N, V
b progress	6	N, V

2h Pursuit

Minicluster	Grade Level	Part of Speech
2h.1. **Pursuit**		
pursuit (pursue)	6	N
2h.2. **Chase**		
b chase	2	N, V
b track	2	V
b follow	2	V
b pursue	5	V

2i Taking/Bringing

Minicluster	Grade Level	Part of Speech
2i.1. **Take**		
b take	K	V
b bring	1	V
b move	2	N, V
b carry	2	V
b tote	4	V
b bear	5	V
2i.2. **Return**		
b return	2	V
2i.3. **Get**		
b get	1	V
b fetch	4	V
2i.3.1 ________		
b whisk	3	V
2i.4. **Send**		
b send	2	V
b mail	2	N, V
b ship	2	N
b relay	5	N
b dispatch	5*	V
b transplant	6	N, V
b transfer	6	N, V
2i.5. **Remove**		
b rid	3	V
b remove	4	V
2i.6. **Put**		
b put	K	V
b give	1	V
b place	2	V
b set	2	V
2i.7. **Deliver**		
b present	3	V
b deliver	3	V
b deposit	4	V
b bestow	5	V
b distribute	6	V
2i.8. **Import**		
import (port)	5*	N, V
export (port)	6	N, V

2j Tossing Actions

Minicluster	Grade Level	Part of Speech
2j.1. **Throw**		
b toss	1	N, V
b throw	2	N, V
b pass	2	N, V
b pitch	3	N, V
b flip	4	N, V
b heave	4	N, V
b cast	4	V
b fling	4	N, V
b thrust	4	N, V
b flick	5	N, V

2j.2. **Catch**		
b catch	1	N, V

2k Pushing Actions

Minicluster	Grade Level	Part of Speech
2k.1. **Push**		
b pull	2	N, V
b push	2	N, V
b drag	3	V
b haul	4	V
b tow	4	V
b yank	5	N, V
2k.2. **Support**		
b support	4	N, V
b prop	4	V
2k.3. **Lean**		
b lean	3	V

2L Vibration

Minicluster	Grade Level	Part of Speech
2L.1 **Shake**		
b shake	2	N, V
b tremble	3	V
b shiver	4	N, V
b quiver	4	N, V
b shudder	5	N, V
b twitch	5	N, V
b quake	6	N, V
2L.2. **Flutter**		
b flutter	3	N, V
b wiggle	3	N, V
b vibrate	3*	V
b sputter	4	N, V
b flap	4	V
b throb	5	N, V
waver (wave)	6	N, V
2L.2.1 ____________		
vibration (vibrate)	6	N
2L.3. Juggle		
b juggle	4	V
b jumble	6	N, V

2m Shifting Motion

Minicluster	Grade Level	Part of Speech
2m1.1 **Slide**		
b slide	2	N, V
b shift	4	N, V
b skid	4	N, V
b slip	4	N, V

2n Jerking Motion

Minicluster	Grade Level	Part of Speech
2n.1. **Jerk**		
b bounce	2	N, V
b jerk	3	N, V
b snap	3	V
b jolt	4	V
b jut	4	V
b budge	5	V
b lurch	5	N, V
2n.2. **Ajar**		
b ajar	3	AV

2o Ascending Motion

Minicluster	Grade Level	Part of Speech
2o.1. **Raise**		
b raise	3	V
b lift	3	V
b load	3	V
b hoist	5	V
b boost	6	N, V
b elevate	6*	V
2o.2. **Rise**		
b blast off	1*	V
b rise	4	V
b mount	4	V
arise (rise)	6	V
b ascend	6	V
b clamber	6	N
2o.2.1 ____________		
ascent (ascend)	6*	N

2p Descending Motion (General)

Minicluster	Grade Level	Part of Speech
2p.1. **Fall**		
b fall	1	N, V
b plunge	3	N, V
b collapse	4	V
b tumble	4	N, V
b topple	5	V
b descend	5	V
b plummet	6*	V
2p.1.1 ___________		
descent (descend)	6*	N
2p.2. **Lower**		
b drop	1	V
lower (low)	2	V
b lay	2	V
b dump	4	V
b fumble	5	N, V
2p.3. **Sag**		
b dip	3	N, V
b sag	4	N, V
b droop	4	V
b slump	6	N, V
b slouch	6	V

2q Descending Motion Done by Human Beings

Minicluster	Grade Level	Part of Speech
2q.1. **Sit**		
b sit	K	V
b squat	4	V
b crouch	4	N, V
b stoop	5	V
2q.2. **Lie**		
b lie	3	V
b flop	3	V
b sprawl	5	V

2r Reduction

Minicluster	Grade Level	Part of Speech
2r.1. **Contraction**		
contraction (contract)	4	N
compression (compress)	SC	N
b fission	SC	N
closure (close)	MA	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

2r.2. **Shorten**		
b fade	4	V
shorten (short)	4*	V
b compress	4*	V
b condense	4*	V
b shrink	5	V
b diminish	5*	V
b wither	6	V
b dwindle	6	V
b shrivel	6	V
b reduce	6	V
2r.3. **Cram**		
b cram	6	V
b cramp	6	N, V
2r.4. **Crumple**		
b crumble	5	V
b crinkle	6	V
b crumple	6	V

2s Expansion

Minicluster	Grade Level	Part of Speech
2s.1. **Explosion**		
explosion (explode)	5	N
expansion (expand)	5*	N
extension (extend)	6*	N
diffusion (diffuse)	SC	N
2s.2. **Enlarge**		
b swell	4	V
enlarge (large)	5*	V
b magnify	5*	V
b expand	6	V
b inflate	SC	V
2s.3. **Billow**		
b fluff	4	V
b billow	4	V
b bulge	5	N, V
2s.4. **Explode**		
b burst	3	V
b blast	4	N, V
b erupt	4*	V
b explode	5	V
b discharge	6*	V
2s.5. **Scatter**		
b scatter	3	V
b scramble	4	N, V
2s.6. **Uproot**		
b uproot	6*	V

2t Force

Minicluster	Grade Level	Part of Speech
2t.1. **Pressure**		
b force	3	N
pressure (press)	5	N, V
propulsion (propel)	SC	N

2u Closing/Opening Actions

Minicluster	Grade Level	Part of Speech
2u.1. **Close**		
b close	2	V
b open	2	V, A, AV (+ly)
b shut	2	V, A
b slam	4	N, V

2v Joining Actions

Minicluster	Grade Level	Part of Speech
2v.1. **Connection**		
connection (connect)	4*	N
b bond	5	N, V
2v.2. **Join**		
b join	3	V
b marry	3	V
b wed	3*	V
b link	4	N, V
b connect	5	V
unite (union)	5*	V
b fuse	6	V
b combine	6	V
adjoin (join)	6*	V
b merge	6*	V
2v.2.1 ____________		
fusion (fuse)	SC	N

2v.3. **Wedding**		
wedding (wed)	4	N
marriage (marry)	6	N
2v.4. **Include**		
b include	5	V
b involve	5	V
b assign	5	V
2v.5. **Intersect**		
b intersect	MA	V
2v.6. **Meet**		
b meet	2	V
b accompany	5	V
b encounter	6	V
b mingle	6	V
2v.7. **Fasten**		
b stick	2	V
b fasten	3	V
b hitch	3	V
tighten (tight)	4*	V

2w Separating Actions

Minicluster	Grade Level	Part of Speech
2w.1. **Separate**		
b separate	4	V
b split	4	N, V
disconnect (connect)	SC	V
2w.2. **Loosen**		
unfasten (fasten)	3*	V
loosen (loose)	4	V
unscrew (screw)	5*	V
unwind (wind)	6*	V

2x Circular Motions

Minicluster	Grade Level	Part of Speech
2x.1. **Rotation**		
rotation (rotate)	5*	N
circulation (circle)	SC	N
2x.2. **Spin**		
b spin	3	N, V
b twirl	4	V
b orbit	4	N, V
b whirl	5	V
b rotate	5	V
b revolve	6	V
2x.2.1 ____________		
orbital (orbit)	6	A
2x.3. **Invert**		
b reverse	4	V
b invert	SC	V
2x.4. **Turn**		
b turn	2	N, V
b sway	3	N, V
b swirl	3	V
b twist	4	N, V
b swerve	6	V
b pivot	6	V
2x.5. **Surround**		
b surround	3	V
enclose (close)	6	V
encircle (circle)	6	V
imprison (prison)	6*	V
b encompass	6*	V
2x.6. **Around**		
around (round)	K	PREP
b about	K	PREP
2x.7. **Clockwise**		
counterclockwise (clock)	6	AV
clockwise (clock)	6*	AV

Supercluster 3

Size/Quantity

3a Size (Small/Large)

Minicluster	Grade Level	Part of Speech
3a.1. **Size**		
b size	3	N

3a.2.	**Small**		
b	little	K	A
b	small	2	A
b	tiny	2	A
	microscopic (scope)	4*	A
	stubby (stub)	5	A
b	wee	5*	A
b	compact	5*	A
b	miniature	5*	A
3a.3.	**Large**		
b	big	K	A
b	huge	2	A
b	great	2	A, AV (+ly)
b	giant	2	A
b	large	2	A
b	enormous	3	A, AV (+ly)
b	grand	4	A
b	vast	5	A, AV (+ly)
b	mammoth	6	A
	massive (mass)	6	A, AV (+ly)
b	immense	6	A, AV (+ly)
	monstrous (monster)	6	A, AV (+ly)
3a.3.1	___________		
b	colossus	6	N

3b Measurement Actions

	Minicluster	Grade Level	Part of Speech
3b.1.	**Measure**		
b	measure	3	N, V
b	weigh	3	V
b	order	3	N, V, AV (+ly)
	measurement (measure)	4	N
b	rank	5	N, V
b	rate	5	N, V
b	monitor	6	N, V
b	sequence	6*	N, V
3b.1.1	___________		
	weight (weigh)	3	N

3c Measurement Devices

	Minicluster	Grade Level	Part of Speech
3c.1.	**Ruler**		
	ruler (rule)	4	N
b	scale	4	N, V
b	thermometer	5	N
b	compass	5	N
b	yardstick	5*	N
b	gauge	6	N, V
	protractor (protract)	MA	N
b	abacus	MA	N
	galvanometer (galvanism)	SC	N
	seismograph (seismology)	SC	N
	speedometer (speed)	6*	N

3d Things Commonly Measured

	Minicluster	Grade Level	Part of Speech
3d.1.	**Address**		
b	address	3	N, V
b	longitude	3	N
b	latitude	3	N
3d.2.	**Angle**		
b	meridian	5*	N
b	angle	6	N
b	diameter	6	N
	circumference (circle)	6*	N
b	radius	MA	N
	vertex (vertical)	MA	N
3d.3.	**Census**		
b	countdown	6	N
b	census	SS	N

3e Specific Units of Measurement

Minicluster	Grade Level	Part of Speech
3e.1. **Mile**		
b mile	2	N
b yard	2	N
b foot	2	N
b inch	3	N, V
kilometer (meter)	MA	N
decimeter (meter)	MA	N
centimeter (meter)	MA	N
3e.2. **Watt**		
b watt	4*	N
b volt	SC	N
b ohm	SC	N
3e.3. **Pound**		
b pound	3	N
b ton	5	N
b gram	5*	N
b ounce	6	N
kilogram (gram)	6*	N
3e.4. **Degree**		
b degree	4	N
b grade	5	N, V
b metric	6*	N, A
3e.5. **Handful**		
handful (hand)	3	N
cupful (cup)	3*	N
b gallon	4	N
b bushel	4	N
b quart	4	N
mouthful (mouth)	4	N
b boatload	4*	N
teaspoonful (teaspoon)	4*	
spoonful (spoon)	4*	N
b pint	6	N
b tablespoonful (tablespoon)	6	N
b pinch	6	N

3f Partitives

Minicluster	Grade Level	Part of Speech
3f.1. **Speck**		
b dot	1	N, V
b bit	2	N
b speck	4	N
b splinter	4	N, V
speckle (speck)	4*	N
b particle	6	N
b fleck	6	N
3f.2. **Type**		
b type	5	N
b version	6	N

Key

Basic words

Basic words are preceded by *b*.

All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

3f.3. **Part**		
b part	2	N
b piece	3	N, V
b member	4	N
b section	4	N, V
b factor	4*	N, V
b item	5	N
b segment	5*	N
b ration	6*	N, V
b fragment	6	N, V
b element	6	N
b portion	6	N
subset (set)	MA	N
3f.4. **Sample**		
b sample	4	N, V
b specimen	6	N
3f.5. **Slice**		
b slab	4	N
b chunk	4	N, V
b sliver	5*	N
b scrap	5	N
b crumb	5	N
b slice	5	N, V
b wisp	6	N
3f.6. **Category**		
b department	4	N
b category	6*	N

3g General Amounts

Minicluster	Grade Level	Part of Speech
3g.1. **Amount**		
b amount	4	N, V
b quantity	6	N
extent (extend)	6*	N
3g.2. **Variety**		
b lot	2	N
b number	2	N
variety (vary)	5	N
3g.2.1 ____________		
various (vary)	4	A
3g.3. **All**		
b all	K	N
b whole	3	A, AV (+ly)
b entire	3	A, AV (+ly)
3g.4. **Numerous**		
countless (count)	4*	A, AV (+ly)
numerous (number)	5*	A
infinite (finite)	5*	N, A, AV (+ly)
b abundant	6	A, AV (+ly)
unlimited (limit)	6*	A
extensive (extend)	6*	A, AV (+ly)
3g.5 **Several**		
b several	3	N, A
b dozen	4	N, A
b plenty	5	N
abundance (abundant)	5*	N
b majority	5*	N
3g.6. **Another**		
b another	1	N, A
b other	1	N, A
b extra	3	N, A
additional (add)	5*	A
3g.7. **Increase/Decrease**		
b increase	4	N, V
b decrease	6	N, V
b abound	6*	V
3g.8. **Many**		
b many	1	N, A
b more	1	N, A
b most	2	N, A
3g.9. **Pair**		
b both	2	N, A
twice (two)	2	N, A
b pair	2	N, V
b half	3	N, A
b couple	4	N, A
b double	5	N, A
b two	5*	N, A
b twain	5	N, A
3g.9.1 ____________		
b medium	4*	A
3g.10. **Little**		
b little	K	N, A
b few	2	N, A
b less	3	N, A

3g.11. **Lack**		
b lack	4	N, V
shortage (short)	4*	N
scarcity (scarce)	6*	N
3g.12. **Single**		
b only	2	A
b single	3	A
b lone	4*	A
3g.13. **Partial**		
partial (part)	5*	A, AV (+ly)
b scant	6*	A, AV (+ly)
b finite	6*	A
b sparse	6*	A, AV (+ly)
fractional (fraction)	MA	A, AV (+ly)
3g.14. **Singular/Plural**		
b plural	4*	A
singular (single)	6*	A

3h Cardinal/Ordinal Numbers

Minicluster	Grade Level	Part of Speech
3h.1. **First**		
b first	1	N, A
b second	2	N, A
third (three)	2	N, A
fourth (four)	2	N, A
tenth (ten)	3	N, A
fifth (five)	3	N, A
sixth (six)	3*	N, A
eighth (eight)	3*	N, A
eighteenth (eighteen)	3*	N, A
seventh (seven)	4	N, A
ninth (nine)	4	N, A
fiftieth (fifty)	4*	N, A
thirteenth (thirteen)	5*	N, A
fourteenth (fourteen)	5*	N, A
sixteenth (sixteen)	5*	N, A
thousandth (thousand)	5*	N, A
seventeenth (seventeen)	5*	N, A
nineteenth (nineteen)	6*	N, A
fifteenth (fifteen)	6	N, A
twentieth (twenty)	6*	N, A
twelfth (twelve)	6*	N, A
eleventh (eleven)	6+	N, A
sixtieth (sixty)	6+	N, A
eightieth (eighty)	6+	N, A
ninetieth (ninety)	6+	N, A
millionth (million)	6+	N, A
3h.1.1. ________		
secondary (second)	5*	A, AV (+ly)
3h.2. **Number**		
b number	2	N, V
b data	4*	N
numeral (number)	5	N
b decimal	5*	N
b digit	6*	N
numeration (number)	MA	N
3h.3. **One**		
b two	K	N, A
b one	1	N, A
b three	1	N, A
b four	1	N, A
b five	1	N, A
b six	2	N, A
b seven	2	N, A
b eight	2	N, A
b ten	2	N, A
b thirty	3	N, A
b nine	3	N, A
b forty	3	N, A
b eleven	3	N, A
b fifty	3	N, A
b twelve	3	N, A
b hundred	3	N, A
b sixteen	3	N, A
b million	3	N, A
b twenty	3	N, A
b sixteen	3	N, A
b eighteen	3	N, A
b sixty	4	N, A
b thirteen	4	N, A
b seventy	4	N, A
b fifteen	4	N, A
b eighty	4	N, A

b nineteen	4*	N, A
b ninety	4*	N, A
b fourteen	5	N, A
b seventeen	6	N, A
b billion	6	N, A
b trillion	6*	N, A

3i Specifiers

Minicluster	Grade Level	Part of Speech
3i.1. **No**		
b no	K	DET
b a	K	DET
b an	K	DET
b the	K	DET
b every	2	DET
b each	2	DET
b either	3	DET
3i.2. **This**		
b this	K	N, A
b that	K	N, A
b these	K	N, A
b those	K	N, A

3j Diminishers

Minicluster	Grade Level	Part of Speech
3j.1. **Generally**		
b general (ly)	4	A, AV
roughly (rough)	4	AV
broadly (broad)	5	AV
approximate (ly) (proximate)	5*	A, AV
3j.2. **Precisely**		
b just	1	AV
alone (lone)	2	AV
b only	2	AV
exactly (exact)	3	AV
purely (pure)	3	AV
particularly (particular)	4	AV
simply (simple)	4	AV
precisely (precise)	6	AV
exclusively (exclude)	6*	AV
specifically (specific)	6*	AV
b in particular	–	AV
3j.3. **Mostly**		
largely (large)	2	AV
mostly (most)	2	AV
mainly (main)	3	AV
especially (special)	4	AV
notably (note)	6*	AV
b at least	6*	AV
3j.4. **Sufficiently**		
b enough	2	AV
b rather	3	AV
sufficiently (suffice)	6	AV
b kind of	–	AV
b sort of	–	AV
b more or less	–	AV
3j.5. **Slightly**		
partly (part)	2	AV
b mild (ly)	4	AV
slightly (slight)	4	A, AV
b mere (ly)	4	A, AV
b somewhat	6	AV
b moderate (ly)	6*	AV
b in part	–	AV
b in some respect	–	AV
b to some extent	–	AV
3j.6. **Scarcely**		
b hardly	1	AV
scarcely (scarce)	4	AV
barely (bare)	6*	AV
b a bit	–	AV
b a little	–	AV
b in the least	–	AV
b in the slightest	–	AV
b in the least bit	–	AV
3j.7. **Almost**		
b almost	2	AV
practically (practical)	4	AV
nearly (near)	6*	AV
virtually (virtual)	6*	AV
b as good as	–	AV

3k Intensifiers

Minicluster	Grade Level	Part of Speech
3k.1. **Absolutely**		
b most	2	AV
widely (wide)	2	AV
b quite	2	AV
fully (full)	3	AV
b complete (ly)	3	A, AV
perfectly (perfect)	3	AV
b entire (ly)	4	A, AV
totally (total)	4	AV
b absolute (ly)	5	A, AV
b utter (ly)	5	A, AV
b extreme (ly)	5	A, AV
b thorough (ly)	6	AV
b altogether	6	AV
exceedingly (exceed)	6	AV
exceptionally (except)	6*	AV
b in all respects	–	AV
3k.2. **Greatly**		
b too	K	AV
b so	K	AV
b very	1	AV
b more	1	AV
b such	2	AV
badly (bad)	2	AV
deeply (deep)	2	AV
greatly (great)	2	AV
highly (high)	2	AV
b much	2	AV
b well	2	AV
b sure	2	AV
terribly (terror)	4	AV
intense (ly) (tense)	6	AV
b by far	–	AV
b a great deal	–	AV

Supercluster 4
Animals

4a Animals (General)

Minicluster	Grade Level	Part of Speech
4a.1. **Pet**		
b pet	1	N, V
b animal	1	N
b creature	4	N
b beast	4	N
b critter	6+	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

4a.2. **Mammal**		
b mammal	3*	N
b amphibian	6*	N
invertebrate (vertebrae)	SC	N
b feline	6*	N
b primate	6*	N
4a.2.1 ________		
b fossil	4	N

4b Cats/Dogs

Minicluster	Grade Level	Part of Speech
4b.1. **Lion**		
b cat	1	N
b lion	2	N
b tiger	2	N
b panther	4	N
b leopard	5	N
b cougar	5	N
b wildcat	5*	N
lioness (lion)	6	N
b puma	6	N
4b.2. **Wolf**		
b wolf	2	N
b coyote	4	N
b dingo	5	N
b jackal	6	N
b hyena	6*	N
4b.3. **Dog**		
b dog	K	N
b bulldog	4	N
b mutt	4	N
b hound	4	N
b spaniel	5	N
b poodle	5	N
b terrier	5	N
b beagle	5*	N
b collie	5*	N
b greyhound	6	N
doggie (dog)	6*	N

4c Reptiles/Mythical Animals

Minicluster	Grade Level	Part of Speech
4c.1. **Snake**		
b rattlesnake	3*	N
b snake	4	N
b serpent	5	N
b reptile	5	N
b anaconda	5*	N
4c.2. **Dragon**		
b dragon	2	N
b dinosaur	4	N
b unicorn	5	N
b monster	5	N
b nymph	5*	N
b satyr	6*	N
4c.3. **Alligator**		
b turtle	1	N
b crocodile	4	N
b lizard	4	N
b alligator	5	N
b tortoise	6	N

4d Baby Animals

Minicluster	Grade Level	Part of Speech
4d.1. **Kitten**		
b kitten	2	N
puppy (pup)	2	N
b bunny	2	N
b calf	2	N
b pup	2	N
kitty (kitten)	3	N
b colt	3	N
b cub	4	N
b tadpole	4*	N
chick (chicken)	4	N
b fawn	5	N
b yearling	5	N
duckling (duck)	6	N

4e Large Land Animals

Minicluster	Grade Level	Part of Speech
4e.1. **Deer**		
b deer	2	N
b reindeer	5	N
b doe	5	N
b antelope	5	N
b caribou	6	N
b elk	6	N
b gazelle	6*	N
4e.2. **Horse**		
b horse	1	N
b pony	1	N
b donkey	3	N
b mare	5	N
b burro	5	N
b stallion	5	N
b steed	5	N
b racehorse	5*	N
b pinto	6	N
b stag	6	N
b bronco	6*	N
b mustang	6*	N
4e.3. **Cow**		
b cow	1	N
b steer	3	N
b cattle	3	N
b ox	4	N
b longhorn	5*	N
b bison	6*	N
4e.4. **Goat**		
b goat	K	N
b sheep	2	N
b lamb	2	N
b llama	5	N
b ram	5	N
4e.5. **Pig**		
b pig	1	N
b sow	3*	N
b hog	4*	N
4e.6. **Anteater**		
b anteater	4	N
b opossum	4*	N
b sloth	6*	N
4g.7. **Bear**		
b bear	1	N
b buffalo	3	N
b giraffe	3	N
b zebra	4	N
b camel	5	N
b yak	5*	N
b bull	6	N
4e.8. **Fox**		
b fox	1	N
b raccoon	3	N
b skunk	3	N
b weasel	6	N

4f Rodents

Minicluster	Grade Level	Part of Speech
4f.1. **Rabbit**		
b rabbit	1	N
b kangaroo	4	N
b hare	6	N
4f.2. **Mouse**		
b mouse	2	N
b hamster	3*	N
b rat	4	N
b mole	4*	N
b muskrat	5*	N
b mink	5*	N
4f.3. **Squirrel**		
b squirrel	2	N
b porcupine	3	N
b chipmunk	3	N
b beaver	4	N
b woodchuck	4	N
b rodent	6	N

4g Primates

Minicluster	Grade Level	Part of Speech
4g.1. **Monkey**		
b monkey	2	N
b chimpanzee	4	N
b baboon	4*	N
b gorilla	6	N
b ape	6	N

4h Sea Animals

Minicluster	Grade Level	Part of Speech
4h.1. **Whale**		
b whale	3	N
b seal	4	N
b shark	4	N
b dolphin	4	N
b walrus	6	N
b porpoise	6	N
b swordfish	6	N
4h.2. **Fish**		
b fish	K	N, V
b snapper	2*	N
b perch	3	N
b trout	4	N
b tuna	4*	N
b sardine	4*	N
b flounder	5	N
b cod	5*	N
b salmon	5*	N
b herring	6	N
b bass	6	N
b pike	6	N
b catfish	6	N
b halibut	SS	N
4h.3. **Minnow**		
b minnow	4	N
b goldfish	4	N
b guppy	5	N

4i Shellfish and Others

Minicluster	Grade Level	Part of Speech
4i.1. **Jellyfish**		
b starfish	4*	N
b sponge	6	N
b lungfish	SC	N
b jellyfish	SC	N
b eel	5*	N
4i.2. **Crab**		
b shrimp	4	N
b lobster	4*	N
b shellfish	4*	N
b crab	5	N
b crayfish	6*	N
4i.3. **Oyster**		
b shell	3	N
b oyster	4*	N
b clam	5	N
b barnacle	5*	N
b mollusk	SC	N
b scallop	SS	N
4i.4. **Snail**		
b slug	5*	N
b snail	6	N
4i.5. **Octopus**		
b octopus	6	N
b squid	6	N

4j Birds

Minicluster	Grade Level	Part of Speech
4j.1. **Robin**		
b bird	1	N
b robin	2	N
b jay	2	N
b crow	2	N, V
b parrot	3	N, V
b wren	3*	N
b canary	4	N
b sparrow	4	N
b bluebird	4*	N
b lark	4*	N
b pigeon	5	N
b parakeet	5*	N
b woodpecker	6*	N
4j.2. **Finch**		
b hummingbird	3*	N
b starling	3*	N
b songbird	4	N
b cuckoo	5	N
b oriole	5	N
b dove	5	N
b raven	5	N
b mockingbird	5*	N
b finch	5*	N
b nightingale	6*	N
b plover	SC	N

4j.3. **Chicken**		
b hen	1	N
b turkey	3	N
b rooster	3	N
b cock	5	N
b chicken	5	N
b fowl	5*	N
4j.4. **Ostrich**		
b crane	5	N
b ostrich	6	N
b swan	6	N
4j.5. **Hawk**		
b owl	2	N
b eagle	3	N
b hawk	4	N
b falcon	5*	N
b vulture	6	N
4j.6. **Pheasant**		
b partridge	5*	N
b quail	6	N
b pheasant	6	N
4j.7. **Duck**		
b duck	1	N
b goose	2	N
b mallard	4*	N
b gull	5	N
b drake	5*	N
b gannet	6	N
b albatross	6*	N
b platypus	6*	N
b gander	6*	N

4k Insects

Minicluster	Grade Level	Part of Speech
4k.1. **Mosquito**		
b fly	1	N, V
b bee	1	N
b butterfly	3	N
b insect	3	N
b bug	3	N, V
b grasshopper	3*	N
b dragonfly	3*	N
b flea	4	N
b mosquito	4	N
b firefly	4	N
b mantis	4*	N
b wasp	5	N
b drone	5	N
b gnat	5	N
b hornet	5	N
b moth	6	N
b mite	6	N
b cicada	6	N
b ladybug	6	N
4k.2. **Spider**		
b caterpillar	2*	N
b spider	3	N
b ant	4	N
b worm	4	N
b cricket	4	N
b silkworm	4*	N
b termite	4*	N
b cockroach	5	N
b beetle	5	N
b earthworm	5	N
b roundworm	SC	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

4L Parts of Animals

Minicluster	Grade Level	Part of Speech
4L.1. **Hide**		
b hide	2	N
b deerskin	5	N
b goatskin	5	N
b pelt	6	N
b fleece	6	N
4L.2. **Mane**		
b fur	3	N
b whisker	3	N
b mane	4	N
4L.3. **Feather**		
b quill	4*	N
b plume	6	N
b feather	6	N
4L.4. **Beak**		
b beak	4	N
b snout	6	N
b duckbill	6	N
b bill	6	N
4L.5. **Tail**		
b tail	2	N
b paw	2	N, V
b flipper	3*	N
b claw	4	N, V
b fin	4	N
b hoof	4	N
4L.6. **Tusk**		
b tusk	4	N
b ivory	5	N
b antler	5	N
b antenna	5*	N
4L.7. **Gill**		
b sac	SC	N
b pouch	SC	N
b gill	SC	N

4m Animal Dwellings

Minicluster	Grade Level	Part of Speech
4m.1. **Kennel**		
b zoo	1	N
b stall	3	N
b doghouse	3*	N
b kennel	4	N
b stable	4	N
b corral	5	N
aquarium (aqua)	5	N
b coop	5*	N
b livery	SS	N
b stockyard	SS	N
4m.2. **Nest**		
b nest	2	N, V
b beehive	4	N
b cocoon	4*	N
b hive	5*	N

4n Animal Equipment

Minicluster	Grade Level	Part of Speech
4n.1. **Saddle**		
b rein	3	N
b saddle	3	N, V
b horseshoe	3*	N
b harness	4	N, V
b collar	4	N, V
b bridle	4	N, V
b leash	4	N
b stirrup	5	N
b yoke	6	N, V
b muzzle	6	N, V

4o Animal Actions

Minicluster	Grade Level	Part of Speech
4o.1. **Swoop**		
b fly	1	V
b swoop	4	V
b soar	4	V
b swarm	4	N, V
b sting	4	N, V

4o.2. **Graze**		
b graze	4	V
4o.3. **Gallop**		
b buck	4	V
b gallop	4	N, V
b stampede	5	N, V
b canter	6	N, V
4o.4. **Hunt**		
b trap	2	N, V
b hunt	2	N, V
b snare	6	N, V
4o.5. **Horseback**		
b horseback	4*	A
b bareback	5	A
horseless (horse)	SS	A

Supercluster 5

Feelings/Emotions

5a Names for Feelings (General)

Minicluster	Grade Level	Part of Speech
5a.1. **Mood**		
feeling (feel)	4	N
b mood	4	N
b emotion	5	N
b impluse	5	N
impression (impress)	6	N
sensation (sense)	6	N

5b Fear

Minicluster	Grade Level	Part of Speech
5b.2. **Fright**		
b alarm	3	N, V
b fright	3	N
b fear	4	N, V
b shock	4	N, V
b terror	4	N
b horror	5	N
b panic	5	N
b agony	6	N
desperation (despair)	6	N
5b.2. **Startle**		
b scare	2	N, V
frighten (fright)	2	V
b startle	3	V
b haunt	4	V
b petrify	4*	V
terrify (terror)	5	V
horrify (horror)	5	V
5b.3. **Afraid**		
b afraid	2	A
fearful (fear)	3	A, AV (+ly)
cautious (caution)	4	A, AV (+ly)
desperate (despair)	4	A, AV (+ly)
b frantic	5	A, AV (+ly)
b eerie	6	A
frightful (fright)	6*	A, AV (+ly)

5c Actions Associated with Fear

Minicluster	Grade Level	Part of Speech
5c.1. **Cower**		
b cower	6	V
b wince	6	V
b flinch	6	V

5d Worry/Guilt

Minicluster	Grade Level	Part of Speech
5d.1. **Guilt**		
b guilt	5	N
b shame	6	N, V
humiliation (humiliate)	6	N
embarrassment (embarrass)	6	N
5d.1.1 ________		
guilty (guilt)	6	A
5d.2. **Worry**		
b worry	3	N, V
b suspense	5	N
b concern	5*	N, V
anxiety (anxious)	6	N
tension (tense)	6	N

5d.3. **Anxious**		
b anxious	3	A, AV (+ly)
uncomfortable (comfort)	4*	A, AV (+ly)
b tense	5	A
uneasy (easy)	5*	A
dissatisfied (satisfy)	5*	A
discontent (content)	6	A

5e Anger

Minicluster	Grade Level	Part of Speech
5e.1. **Rage**		
b rage	3	N
dislike (like)	3*	N, V
b anger	4	N, V
b temper	4	N
b spite	4	N
b disgust	5	N
b wrath	5*	N
b revenge	6	N
hatred (hate)	6	N
b disdain	6	N, V
5e.2. **Indignation**		
b scorn	6	N, V
indignation (indignant)	6	N
b fury	6	N
b grudge	6*	N
bitterness (bitter)	6*	N
5e.3. **Despise**		
b hate	3	N, V
b despise	6	V
b seethe	6	V
b gloat	6	V
b resent	6*	V
5e.4. **Enrage**		
enrage (rage)	4	V
arouse (rouse)	4	V
displease (please)	4*	V
b outrage	6	N, V
b irritate	6*	V
5e.5. **Hostile**		
angry (anger)	2	A, AV (+ly)
b hostile	4	A
furious (fury)	4	A, AV (+ly)
b indignant	6	A, AV (+ly)

5f Cruelty/Fierceness

Minicluster	Grade Level	Part of Speech
5f.1. **Cruelty**		
cruelty (cruel)	6	N
meanness (mean)	6	N
5f.1.1 ________		
b mean	2	A
b cruel	3	A, AV (+ly)
b wicked	4	A, AV (+ly)
b vicious	4	A, AV (+ly)
merciless (mercy)	6*	A, AV (+ly)
abusive (abuse)	6*	A, AV (+ly)
5f.2. **Fierce**		
b fierce	2	A, AV (+ly)
b violent	6	A, AV (+ly)
ferocious (fierce)	6*	A, AV (+ly)
warlike (war)	6*	A
destructive (destroy)	6*	A, AV (+ly)

5g Irritability

Minicluster	Grade Level	Part of Speech
5g.1. **Grumpy**		
b grumpy	2	A, AV (+ly)
scornful (scorn)	4	A, AV (+ly)
b gruff	4	A, AV (+ly)
unkind (kind)	4	A
b rude	4	A, AV (+ly)
unfriendly (friend)	5	A
unpleasant (please)	5*	A, AV (+ly)
disagreeable (agree)	5*	A, AV (+ly)
irritable (irritate)	6*	A, AV (+ly)

5h Sadness

Minicluster	Grade Level	Part of Speech
5h.1. **Sorrow**		
b despair	4	N, V
sadness (sad)	4	N
b woe	4	N
b sorrow	4*	N
disappointment (disappoint)	5	N
b distress	5	N
b dismay	6	N
unrest (rest)	6*	N
5h.2. **Sad**		
b sad	2	A, AV (+ly)
b sorry	2	A
unhappy (happy)	2	A, AV (+ly)
sorrowful (sorrow)	5	A, AV (+ly)
b wistful	5	A, AV (+ly)
b forlorn	6	A
5h.3. **Suffer**		
b suffer	4	V
b mourn	4	V
b grieve	6	V
b regret	6	N, V

5i Upset/Misery

Minicluster	Grade Level	Part of Speech
5i.1. **Disturb**		
b upset	K	N, V
b bother	3	N, V
b disturb	4	V
b exasperate	5	V
b frustrate	6*	V
b depress	6*	V

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

5i.2. **Solemn**		
b serious	3	A, AV (+ly)
b solemn	3	A, AV (+ly)
b sullen	5	A, AV (+ly)
b sober	6	A, AV (+ly)
b somber	6*	A, AV (+ly)
5i.3. **Miserable**		
miserable (misery)	5	A, AV (+ly)
wretched (wretch)	5	A, AV (+ly)
5i.4. **Lonely**		
alone (lone)	2	A
lonely (lone)	4	A
b homesick	5*	A

5j Excitement

Minicluster	Grade Level	Part of Speech
5j.1. **Excitement**		
excitement (excite)	3	N
amazement (amaze)	5	N
astonishment (astonish)	6	N
b awe	6	N
b passion	6	N
disbelief (belief)	6	N
b ecstasy	6*	N
jubilation (jubilant)	6*	N
5j.2. **Surprise**		
b surprise	1	N, V
b amaze	3	V
b astonish	4	V
b marvel	4	V
b fascinate	5	V
astound (astonish)	5	V
5j.3. **Excite**		
b excite	2	V
b thrill	4	N, V
b enchant	4	V
rejoice (joy)	6	V
enliven (life)	6*	V
b enthrall	6*	V

5k Fun/Humor

Minicluster	Grade Level	Part of Speech
5k.1. **Fun**		
b fun	K	N
b joy	2	N
happiness (happy)	3	N
b delight	3	N, V
pleasure (please)	4	N
enjoyment (joy)	4	N
b glee	4*	N
5k.2. **Happy**		
b happy	1	A, AV (+ly)
b merry	2	A, AV (+ly)
b silly	2	A
b gay	3	A, AV (+ly)
cheerful (cheer)	3	A, AV (+ly)
b glad	3	A, AV (+ly)
b jolly	4	A
enjoyable (joy)	4*	A, AV (+ly)
joyous (joy)	5	A, AV (+ly)
b bonny	5*	A
joyful (joy)	6	A, AV (+ly)
gleeful (glee)	6	A, AV (+ly)
b giddy	6	A
5k.3. **Humor**		
b please	1	V
b amuse	4	V
b humor	4	N, V
b entertain	4	V
5k.4. **Play**		
b play	K	N, V
b frolic	5*	V
5k.5. **Joke**		
b joke	2	N, V

5L Comfort/Contentment

Minicluster	Grade Level	Part of Speech
5L.1. **Comfort**		
contentment (content)	3	N
b comfort	4	N
b relief	5	N
5L.2. **Pity**		
b pity	4	N, V
b sympathy	6	N
b empathy	6*	N
5L.3. **Calm**		
b calm	3	V, A AV (+ly)
b satisfy	4	V
b tame	4	V
civilize (civil)	4*	V
becalm (calm)	6*	V
5L.4. **Soothe**		
b soothe	5	V
b console	6	V
sympathize (sympathy)	6	V
empathize (empathy)	6*	V
5L.5. **Content**		
comfortable (comfort)	3	A, AV (+ly)
b content	3	A, AV (+ly)
b cozy	4	A
b snug	4	A, AV (+ly)
undisturbed (disturb)	4*	A
peaceful (peace)	5	A, AV (+ly)
b mellow	6	A

5m Jealousy/Envy

Minicluster	Grade Level	Part of Speech
5m.1. **Envy**		
b envy	4	N, V
b lust	6*	N, V
b greed	6*	N
5m.2. **Jealous**		
b jealous	4	A, AV (+ly)
defensive (defend)	5	A, AV (+ly)
protective (protect)	6	A
possessive (possess)	EN	A, AV (+ly)
5m.2.1 ________		
jealousy (jealous)	4	N

5n Hope/Doubt

Minicluster	Grade Level	Part of Speech
5n.1. **Hope**		
b hope	2	N, V
b trust	4	N, V
b faith	5	N
b belief	6	N
5n.2. **Hopeless**		
hopeless (hope)	4	A, AV (+ly)
hopeful (hope)	4*	A, AV (+ly)
5n.3. **Doubt**		
b doubt	4	N, V
confusion (confuse)	5	N
suspicion (suspect)	6	N

5o Liking/Believing

Minicluster	Grade Level	Part of Speech
5o.1. **Like**		
b like	K	V
b care	2	N, V
b love	2	N, V
b respect	3	N, V
enjoy (joy)	3	V
b favor	4	N, V
b admire	4	V
b cherish	4*	V
b prefer	5	V
b appreciate	5	V
b regard	5	N, V
b revere	5*	V
b value	6	V
b adore	6	V

5o.2. **Gratitude**		
admiration (admire)	4	N
gratitude (grateful)	5	N
b affection	5	N
appreciation (appreciate)	6	N
5o.3. **Believe**		
b believe	2	V
b accept	4	V
b support	4	N, V
b pardon	5	N, V
b approve	6	V
b forgive	6	V
b devote	6	V
entrust (trust)	6	V
dignify (dignity)	6	V
5o.3.1 ________		
approval (approve)	6	N

5p Neglecting Actions

Minicluster	Grade Level	Part of Speech
5p.1. **Neglect**		
b neglect	5	N, V
b omit	5	V
b overlook	6	V
5p.2. **Isolate**		
b isolate	6	V
b maroon	6	V

5q Desire

Minicluster	Grade Level	Part of Speech
5q.1. **Want**		
b want	K	N, V
b wish	1	N, V
b miss	1	V
b need	2	N, V
b deserve	3	V
b expect	3	V
b seek	4	V
b desire	4	N, V
b yearn	6	V
b crave	6	V
5q.2. **Greedy**		
greedy (greed)	3	A, AV (+ly)
selfish (self)	4	A, AV (+ly)

5r Human Traits (General)

Minicluster	Grade Level	Part of Speech
5r.1. **Ability**		
ability (able)	4	N
b skill	4	N
capability (capable)	5	N
b talent	5	N
b attribute	6*	N
5r.2. **Behavior**		
b manner	3	N
b attitude	5	N
behavior (behave)	5	N
b bearing	5*	N
personality (person)	6	N
appearance (appear)	6	N
5r.3. **Trait**		
b quality	5	N
characteristic (character)	5	N
b trait	6	N
b aspect	6*	N

Supercluster 6
Food/Meals

6a Types of Meals

Minicluster	Grade Level	Part of Speech
6a.1. **Meal**		
b supper	2	N
dinner (dine)	2	N
b lunch	2	N
b meal	3	N
b chow	6*	N
b brunch	6*	N

6a.2. **Feast**		
b picnic	1	N
b feast	3	N, V
b banquet	5*	N
6a.3. **Dessert**		
b treat	3	N, V
b dessert	4	N
b tidbit	5	N
refreshment (refresh)	5*	N
b snack	5*	N, V

6b Food Types

Minicluster	Grade Level	Part of Speech
6b.1. **Food**		
b food	1	N
nourishment (nourish)	6	N
b nutrition	6	N
delicacy (delicate)	6	N
6b.2. **Provisions**		
b stuffs	3	N
b crop	3	N
provisions (provide)	5	N
merchandise (merchant)	5	N
supplies (supply)	6*	N
6b.3. **Fruits/Vegetables**		
b fruit	2	N
b meat	3	N
b vegetable(s)	3	N
b seafood	4*	N
6b.4. **Diet**		
b diet	5	N, V

6c Sweets

Minicluster	Grade Level	Part of Speech
6c.1. **Jam**		
b honey	2	N
b jam	3	N
b syrup	3*	N
b molasses	6	N
6c.2. **Cake**		
b cake	K	N
b cupcake	2	N
b cookie	2	N
b gingerbread	3	N
b doughnut	4	N
b brownie	4*	N
b tart	5	N, A
b pastry	6	N
6c.3. **Candy**		
sweets (sweet)	2	N
b gum	3	N
b candy	3	N
b lollipop	3*	N
b pudding	4	N
b marshmallow	5*	N
b custard	6*	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

6c.4. **Flavor**		
b cocoa	4	N
b flavor	4	N, V
b chocolate	4	N
b licorice	5*	N
b vanilla	6*	N

6d Prepared Foods

Minicluster	Grade Level	Part of Speech
6d.1. **Noodles**		
b noodles	5*	N
b spaghetti	5*	N
b macaroni	5*	N
6d.2. **Cereal**		
b oatmeal	3*	N
b mush	4	N
b porridge	5	N
b cereal	6	N
6d.3. **Bread**		
b bread	3	N
b pancake	4	N
b tortilla	4	N
b muffin	4*	N
b loaf	5	N
b toast	5	N, V
b biscuit	5	N
b bun	6	N
loaves (loaf)	6*	N
6d.4. **Cracker**		
b chip(s)	3	N
b cracker	5*	N
6d.5. **Sandwich**		
b sandwich	3	N
b hamburger	4	N
b frankfurter	5*	N
6d.6. **Salad**		
b salad	4	N

6e Meats

Minicluster	Grade Level	Part of Speech
6e.1. **Beef**		
b ham	4	N
b sausage	4	N
b beef	4	N
b bacon	4	N
b poultry	5*	N
b mutton	6	N
b pork	6	N
b steak	6	N

6f Dairy Products

Minicluster	Grade Level	Part of Speech
6f.1. **Butter**		
b egg	2	N
b butter	2	N
b cream	2	N
b cheese	4	N
b margarine	5*	N
b yolk	SC	N

6g Ingredients Used to Prepare Foods

Minicluster	Grade Level	Part of Speech
6g.1. **Flour**		
b flour	3	N
b batter	3	N
b mix	3	N, V
b dough	4	N
b yeast	4*	N
b sourdough	5	N
gelatin (gel)	5*	N
b starch	6	N, V

6g.2. **Spice**		
b salt	2	N, V
b sugar	3	N
b pepper	3*	N, V
b cinnamon	4	N
b vinegar	4	N
b cloves	4	N
b ginger	5	N
b parsley	5	N
b catsup	5	N
b nutmeg	5*	N
b mustard	6	N
b curry	6	N
b spice	6	N
b garlic	6*	N
6g.3. **Ingredient**		
b ingredient	6	N

6h Things to Drink

Minicluster	Grade Level	Part of Speech
6h.2. **Soda**		
b milk	2	N, V
b pop	2	N
lemonade (lemon)	2	N
b coffee	3	N
b tea	3	N
b nectar	3	N
b soda	4	N
b juice	4	N
b cider	4	N
6h.2. **Wine**		
b wine	5*	N
b beer	5*	N
b mead	5*	N
b gin	5*	N
b ale	5*	N
b alcohol	SC	N
b liquor	SC	N
6h.3. **Soup**		
b soup	2	N
b broth	6	N

6i Fruits

Minicluster	Grade Level	Part of Speech
6i.1. **Apple**		
b apple	2	N
b pear	4	N
b watermelon	4*	N
b peach	5	N
b apricot	5	N
b melon	6	N
6i.2. **Plum**		
b grape	4	N
b fig	5	N
b plum	5	N
b prune	5	N
b raisin	5	N
6i.3. **Berry**		
b cherry	2	N
b blueberry	2	N
b strawberry	3*	N
b raspberry	4	N
b cranberry	4*	N
6i.4. **Orange**		
b lemon	2*	N
b orange	3	N
b lime	5	N
b grapefruit	5*	N
b tangerine	5*	N
6i.5. **Banana**		
b banana	2	N
b pineapple	4*	N
b coconut	5	N
b copra	SS	N

6j Vegetables

Minicluster	Grade Level	Part of Speech
6j.1. **Tomato**		
b radish	2	N
b turnip	3	N
b carrot	3	N
b bean	3	N
b potato	3	N
b beet	3*	N
b tomato	4	N
b onion	4	N
b olive	4	N
b yam	4*	N
b pickle	5	N
b celery	5	N
b peas	5	N
b spinach	5*	N
b hominy	5*	N
b cucumber	5*	N
6j.2. **Cabbage**		
b pumpkin	2	N
b squash	3	N
b lettuce	3	N
b cabbage	6	N
6j.3. **Rice**		
b popcorn	2*	N
b corn	2	N
b grain	3	N
b rice	3	N
b wheat	4	N
b barley	4*	N
b rye	4*	N
b oats	5*	N
b kernel	5*	N
b soybean	5	N
b maize	6	N
b malt	6*	N
6j.4. **Nut**		
b peanut	1	N
b seed	3	N, V
b acorn	4	N
b nut	4	N
b chestnut	4*	N
b walnut	6	N
b pecan	6*	N
b cashew	6*	N
b almond	6*	N
b filbert	6*	N

6k Actions Done to/with Food

Minicluster	Grade Level	Part of Speech
6k.1. **Cook**		
b cook	2	N, V
b bake	3	V
b fry	3	V
b roast	3	N, V
b grill	4	N, V
b boil	4	N, V
b barbecue	5*	N, V
b brew	6	V
b simmer	6*	V
6k.2. **Serve**		
b serve	3	V
b blend	4	V
b churn	4	V
b knead	5*	V
b sift	5*	V
b shuck	6	V
6k.3. **Spoil**		
b spoil	3	V
ripen (ripe)	4*	V
b rot	6	V
b decay	6	N, V
perishable (perish)	6	A

6L Food Tastes

Minicluster	Grade Level	Part of Speech
6L.1. **Taste**		
b taste	3	N, V
6L.2. **Sweet**		
b sweet	2	A
b bitter	4	A
b delicious	3	A
tasty (taste)	3*	A
b sour	6	A
6L.2.1 ____________		
bitterness (bitter)	6	N
sweetness (sweet)	6	N
6L.3. **Ripe**		
b ripe	3	A
juicy (juice)	4	A

6L.4. **Rotten**		
greasy (grease)	5*	A
b stale	5*	A
rotten (rot)	6	A
b raw	6	A

6m Eating/Drinking Actions

Minicluster	Grade Level	Part of Speech
6m.1. **Chew**		
b chew	3	V
b swallow	3	N, V
b taste	3	N, V
b nibble	3	N, V
b bite	3	N, V
b gnaw	4	V
b munch	5	V
6m.2. **Eat**		
b eat	K	V
b feed	2	V
b dine	3	V
b devour	6	V
b gorge	6	V
b consume	6	V
6m.3. **Drink**		
b drink	2	N, V
b sip	6	N, V
b gargle	6	V

6n Hunger/Thirst

Minicluster	Grade Level	Part of Speech
6n.1. **Hunger**		
b hunger	4	N, V
b thirst	4*	N, V
b appetite	6	N
6n.1.1 ____________		
hungry (hunger)	2	A, AV (+ly)
thirsty (thirst)	4	A
b ravenous	6*	A, AV (+ly)
6n.2. **Starve**		
b starve	4	V
6n.3. **Carnivorous**		
carnivorous (carnivore)	SC	A

6o Smoking

Minicluster	Grade Level	Part of Speech
6o.1. **Pipe**		
b pipe	3	N
b cigar	3*	N
b cigarette	6	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Supercluster 7
Time

7a Time (General)

Minicluster	Grade Level	Part of Speech
7a.1. **Time**		
b time	1	N, V AV (+ly)
b daytime	3	N
b springtime	3*	N
b summertime	3*	N
b lifetime	4*	N
b dinnertime	4*	N
b bedtime	4*	N
b wintertime	4*	N
b mealtime	5*	N
b peacetime	SS	N
7a.1.1 ______		
b date	4	N

7b Devices Used to Measure Time

Minicluster	Grade Level	Part of Speech
7b.1. **Clock**		
b clock	2	N, V
b watch	2	N
b calendar	5	N
b wristwatch	6	N
b sundial	6	N
7b.1.1 ______		
b o'clock	3	N

7c Parts of a Day

Minicluster	Grade Level	Part of Speech
7c.1. **Day**		
b day	1	N
b morning	1	N
b noon	3	N
b afternoon	4	N
b dawn	4	N
b sunrise	4	N
b midday	6	N
7c.2. **Night**		
b night	1	N
b tonight	2	N
b evening	2	N
b dusk	4	N
b eve	4	N
b nightfall	4	N
b sunset	4	N
b midnight	5	N
b twilight	5	N
b sundown	5*	N
b overnight	6	N
7c.3. **Minute**		
b minute	2	N
b second	2	N
b hour	3	N
b instant	3	N
b moment	4	N

7d Periods of Time Longer than a Day

Minicluster	Grade Level	Part of Speech
7d.1. **Age**		
b season	3	N, V
b age	3	N, V
b period	4	N
b cycle	4	N, V
b term	6	N
b phase	6	N, V
b generation	6	N
b interval	6*	N
b interim	6*	N
7d.2. **Season**		
b fall	1	N
b summer	2	N
b winter	2	N
b spring	2	N
b autumn	4	N
7d.3. **Week**		
b week	2	N
b year	2	N
b month	3	N
b century	4	N
b weekend	4	N
b decade	4*	N
centennial (century)	6*	N
b millennium	6*	N

7e Months and Days

Minicluster	Grade Level	Part of Speech
7e.1. **January**		
b January	2	N
b February	2	N
b March	2	N
b April	2	N
b May	2	N
b June	2	N
b July	2	N
b August	2	N
b September	2	N
b October	2	N
b November	2	N
b December	2	N
7e.2. **Monday**		
b Monday	1	N
b Tuesday	1	N
b Wednesday	1	N
b Thursday	1	N
b Friday	1	N
b Saturday	1	N
b Sunday	1	N

7f Relative Time

Minicluster	Grade Level	Part of Speech
7f.1. **Tomorrow**		
b tomorrow	1	N
b today	2	N
b yesterday	3	N
b someday	4	N
b everyday	4	N
b morrow	5*	N
7f.2. **Past**		
past (pass)	2	N, A
b present	3	N, A
b future	4	N, A
eternity (eternal)	6	N
7f.3. **Childhood**		
childhood (child)	5	N
boyhood (boy)	5*	N
adolescence (adolescent)	6*	N
7f.4. **Old**		
b old	1	A
worn (wear)	3	A
b ancient	4	A
b antique	6	N, A
7f.5. **Historic**		
historical (history)	4*	A, AV (+ly)
historic (history)	4*	A
b extinct	5*	A
prehistoric (history)	5*	A
colonial (colony)	6	A
b primitive	6	A, AV (+ly)
b medieval	6	A
7f.5.1 ____________		
b history	3	N
ancestry (ancestor)	6	N

7g Prior Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7g.1. **Early**		
b early	1	AV
b ago	2	AV
lately (late)	2	AV
b already	3	AV
7g.1.1 ____________		
earlier (early)	2	RM
7g.2. **Initially**		
initially (initial)	6	RM
b beforehand	6	RM
b in the beginning	-	RM
b at first	-	RM
b before that	-	RM
b before now	-	RM
b until then	-	RM
b up to now	-	RM
7g.3. **Previous**		
original (origin)	4	A, AV (+ly)
b former	4	A, AV (+ly)
b previous	6	A, AV (+ly)
b initial	6*	A, AV (+ly)

7g.4. **New**		
b new	K	A
b current	3	A, AV (+ly)
b fresh	3	A, AV (+ly)
b modern	4	A
b recent	5	A, AV (+ly)
b brand new	5	A
7g.4.1 ________		
b ready	1	A
7g.5. **After**		
b after	1	RM
b prior to	–	RM
b subsequent to	–	RM

7h Subsequent Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7h.1. **Soon**		
b soon	K	AV
eventually (event)	5	AV
momentarily (moment)	6	AV
7h.2. **Later**		
b then	K	AV
b next	1	AV
later (late)	2	AV
shortly (short)	2	AV
afterwards (after)	5	AV
latter (late)	6	AV
b hitherto	6*	AV
subsequently (sequence)	6*	AV
b after that	–	AV
b in the end	–	AV
b so far	–	AV
b as yet	–	AV
7h.2.1 ________		
b late	2	A
eventual (event)	5	A
7h.3. **Before**		
b before	1	PREP
until (til)	2	PREP
b since	3	PREP

7i Concurrent Action (Relationship Markers)

Minicluster	Grade Level	Part of Speech
7i.1. **Now**		
b now	K	AV
presently (present)	3	AV
immediately (immediate)	3	AV
b nowadays	4	AV
b at this point	–	AV
7i.2. **At**		
b at	K	PREP
b on	K	PREP
7i.3. **When**		
b as	1	RM
b when	1	RM
b while	2	RM
whilst (while)	6*	RM
7i.4. **Meanwhile**		
b meanwhile	5	AV
simultaneously (simultaneous)	6	AV
concurrently (concur)	6*	AV
contemporaneously (contemporary)	6*	AV
b in the meantime	–	AV
b in the interim	–	AV
b at the same time	–	AV

7j Speed

Minicluster	Grade Level	Part of Speech
7j.1. **Speed**		
b speed	4	N, V
b velocity	SC	N
7j.2. **Frenzy**		
b fuss	4	N, V
b flurry	6	N
b frenzy	6	N
b haste	6*	N

7j.3. Hurry

b	hurry	1	N, V
b	race	1	N, V
b	rush	3	N, V
b	dash	3	N, V
b	charge	4	N, V
b	hustle	5	N, V
b	hurtle	5	N, V
b	scurry	6	V
b	hasten	6*	V

7j.4. Quick

b	fast	K	A
b	quick	2	A, AV (+ly)
b	swift	3	A, AV (+ly)
b	rapid	4	A, AV (+ly)
	speedy (speed)	4*	A, AV (+ly)
b	brisk	5	A, AV (+ly)
b	fleet	6	A, AV (+ly)

7j.5. Sudden

b	sudden	2	A, AV (+ly)
b	immediate	3	A, AV (+ly)
b	instant	4	A, AV (+ly)
b	prompt	4	A, AV (+ly)
b	abrupt	5	A, AV (+ly)
b	brief	5	A, AV (+ly)
b	automatic	6	A, AV (+ly)
	hasty (haste)	6*	A, AV (+ly)

7j.5.1 ____________

	hastily (haste)	4	AV
	automatically (automatic)	5*	AV

7j.5.2 ____________

b	helter skelter	4	AV
b	sluggish	4	A
b	headlong	6	AV

7j.6 Slow

b	slow	K	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

7k Duration

	Minicluster	Grade Level	Part of Speech
7k.1.	**Permanent**		
b	long	1	A
b	common	3	A, AV (+ly)
b	usual	3	A, AV (+ly)
b	constant	4	A, AV (+ly)
b	regular	4	A, AV (+ly)
b	permanent	5	A, AV (+ly)
b	frequent	5	A, AV (+ly)
	continual (continue)	6	A, AV (+ly)
b	continuous (continue)	6*	A, AV (+ly)
b	eternal	6*	A, AV (+ly)
	endless (end)	6*	A, AV (+ly)
b	annual	6*	A, AV (+ly)
	incessant (cease)	6*	A, AV (+ly)
	invariable (vary)	6*	A, AV (+ly)
	customary (custom)	6*	A, AV (+ly)
b	general	6*	A, AV (+ly)
	habitual (habit)	6*	A, AV (+ly)
7k.2.	**Temporary**		
b	rare	4	A, AV (+ly)
	indefinite (define)	4*	A, AV (+ly)
	occasional (occasion)	5	A, AV (+ly)
b	temporary	5*	A, AV (+ly)
	momentary (moment)	6	A, AV (+ly)
	irregular (regular)	6	A, AV (+ly)
	infrequent (frequent)	6*	A, AV (+ly)
	periodic (period)	6*	A, AV (+ly)
7k.3.	**Duration**		
b	duration	6*	N
	longevity (long)	6*	N
7k.4.	**Again**		
b	again	1	AV
	once (one)	2	AV
	twice (two)	2	AV
b	often	2	AV
7k.5.	**Weekly**		
	nightly (night)	1	AV
	weekly (week)	2	AV
	hourly (hour)	3	AV
	daily (day)	6	AV
	(1, 2, 3) times	6*	AV
	quarterly (quarter)	6*	AV
7k.5.1	___________		
b	always	2	AV
b	forever	4	AV
7k.6.	**Never**		
	never (ever)	1	AV
b	sometimes	2	AV
b	seldom	4	AV
b	awhile	4	AV
b	anymore	6	AV
7k.7.	**Continue**		
b	continue	3	V
b	persist	6	V
b	relent	6	V
7k.7.1	___________		
b	repeat	4	V

Supercluster 8
Machines/Engines/Tools

8a Machines

Minicluster	Grade Level	Part of Speech
8a.1. **Machine**		
b machine	3	N
equipment (equip)	4	N
machinery (machine)	5	N
mechanism (mechanics)	6	N
8a.1.1 ________		
b equip	4*	V
8a.1.2 ________		
mechanical (mechanics)	5	A, AV (+ly)
8a.2. **Hardware**		
b hardware	4*	N
b apparatus	6	N
b contraption	6	N
b gadget	6*	N

8b Engines and Parts of Engines

Minicluster	Grade Level	Part of Speech
8b.1. **Engine**		
b engine	3	N
b motor	3	N
8b.2. **Gear**		
b brake	4	N
b gear	5	N
transmission (transmit)	5*	N
starter (start)	5*	N
generator (generate)	5*	N
b throttle	6	N
b piston	SC	N
compressor (compress)	SC	N
8b.3. **Jet**		
b jet	3	N, A
b diesel	6	N, A
b turbine	6*	N

8c Fuels

Minicluster	Grade Level	Part of Speech
8c.1. **Oil**		
b oil	2	N, V
b gas	3	N
b fuel	5	N, V
gasoline (gas)	5	N
b grease	5	N, V
b petroleum	5*	N
b kerosene	5*	N
lubrication (lubricate)	6+	N

8d Appliances

Minicluster	Grade Level	Part of Speech
8d.1. **Stove**		
b oven	2	N
b stove	3	N
toaster (toast)	4*	N
b griddle	5	N
8d.2. **Furnace**		
b furnace	4	N
radiator (radiate)	4*	N
boiler (boil)	5*	N
heater (heat)	SC	N
8d.3. **Freezer**		
refrigerator (frigid)	3	N
b icebox	4*	N
freezer (freeze)	4*	N
8d.4. **TV**		
TV (television)	1	N
b radio	3	N
b television	3	N
b phonograph	4*	N
b stereo	–	N

8e Tools (General)

Minicluster	Grade Level	Part of Speech
8e.1. **Tools**		
b tool	3	N
b aid	4	N
b device	6	N
b utensil	6*	N

8e.2. **Drill**		
b drill	3	N, V
b screwdriver	4*	N
b wrench	6	N, V
pliers (ply)	6	N
8e.3. **Lever**		
b lever	4	N
b wedge	4*	N, V
b crowbar	4*	N
8e.4. **Hammer**		
b hammer	3	N, V
b anvil	5	N
b sledge	6	N
8e.5. **Saw**		
b saw	K	N, V
clipper (clip)	4	N
b jigsaw	4*	N
b scissors	5	N
b sickle	5*	N
b scythe	5*	N
b awl	6	N
mower (mow)	6	N
trimmer (trim)	6	N
b lawnmower	6	N
8e.6. **Shovel**		
b shovel	2	N, V
b hoe	4	N, V
b spade	6	N, V
b rake	6	N, V
8e.7. **Chisel**		
b chisel	3	N, V
b sandpaper	4	N
b rasp	6	N
scraper (scrape)	6	N

8f Tools Used for Cutting

Minicluster	Grade Level	Part of Speech
8f.1. **Axe**		
b axe	4	N, V
b tomahawk	5*	N
b hatchet	6*	N
8f.2. **Knife**		
b knife	3	N, V
b spear	3	N, V
b sword	4	N
b harpoon	4	N, V
b lance	5	N, V
b dagger	6	N
b razor	6	N
8f.3. **Blade**		
b blade	4	N
b arrowhead	5*	N
b barb	6	N

8g Cutting Actions

Minicluster	Grade Level	Part of Speech
8g.1. **Chop**		
b chop	3	N, V
b peck	4	N, V
b prick	4	V
b pierce	5	V
b hack	6	V
8g.2. **Scrape**		
b scratch	3	N, V
b mow	4	V
b shave	5	N, V
b scrape	5	N, V
b whittle	5	V
b chafe	6	V
b scuff	6	V
8g.3. **Grind**		
b carve	4	V
b grind	4	V
b peel	4	N, V
b pare	4*	V
b shred	5	V
b snip	5	V
b grate	6	V
b mince	6	V
8g.4. **Cut**		
b cut	1	N, V
b slit	5	N, V
b slash	5	N, V
b stab	6	V
b slice	6	N, V

8g.5. **Dig**		
b dig	2	V
b burrow	4	V
b bury	4	V
b scoop	4	N, V
b furrow	6	N, V
b excavate	6	V

8h Fasteners

Minicluster	Grade Level	Part of Speech
8h.1. **Hook**		
b hook	3	N, V
b nail	3	N, V
b hinge	4	N
b fishhook	4*	N
b screw	5	N, V
b peg	5	N
b spike	6	N
b rivet	6	N, V
8h.2. **Clamp**		
b clamp	5	N, V
b clothespin	6*	N
8h.3. **Needle**		
b pin	3	N, V
b needle	3	N, V
b tack	4	N, V
b thumbtack	5*	N, V
8h.4. **String**		
b string	2	N, V
b rope	2	N, V
b strap	4	N, V
b chain	4	N, V
b cable	5	N
b lasso	5	N, V
b cord	5*	N
b thong	6	N
b tether	6	N, V
8h.4.1 ________		
b knot	4	N, V
8h.5. **Lock**		
b lock	3	N, V
b key	3	N
b bolt	5	N, V

8i Handles

Minicluster	Grade Level	Part of Speech
8i.1. **Handle**		
b handle	2	N
b latch	4	N, V
b doorknob	4*	N
b grip	4	N, V
b dial	5	N, V
b knob	6	N

8j Miscellaneous Devices

Minicluster	Grade Level	Part of Speech
8j.1. **Lever**		
b switch	3	N, V
b lever	4	N
b trigger	6	N, V

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

8j.2. **Pedal**		
b crank	6	N, V
b pedal	6	N, V
8j.3. **Pulley**		
roller (roll)	2*	N
pulley (pull)	3	N
b spool	3*	N
spindle (spin)	5	N
8j.4. **Platform**		
b ladder	2	N
b platform	2	N
b gantry	6	N
b tripod	6*	N
8j.5. **Pointer**		
pointer (point)	3*	N
b wand	4	N
b baton	6	N

8k Equipment Related to Vision

Minicluster	Grade Level	Part of Speech
8k.1. **Telescope**		
telescope (scope)	3	N, V
microscope (scope)	4*	N
b binoculars	6	N
periscope (scope)	6	N
b eyepiece	SC	N
electroscope (scope)	SC	N
8k.2. **Camera**		
b camera	3	N
b film	6	N, V
b lens	6	N

8L Electronic Equipment

Minicluster	Grade Level	Part of Speech
8L.1. **Transmitter**		
transmitter (transmit)	5*	N
wireless (wire)	5*	N
b transistor	6*	N
8L.2. **Computer**		
b robot	4*	N
computer (compute)	6*	N
teletype (type)	6*	N
b terminal	6+	N

8m Utensils Used for Cooking/Eating

Minicluster	Grade Level	Part of Speech
8m.1. **Silverware**		
b fork	3	N
b knife	3	N, V
b teaspoon	3	N
b spoon	4	N, V
b silverware	5*	N
b tablespoon	6*	N
b chopsticks	6*	N
8m.2. **Pan**		
b pan	1	N
b pot	3	N
b kettle	3	N
b teakettle	4*	N
b teapot	4*	N
b saucepan	5*	N
8m.3. **Ladle**		
b sieve	5*	N
dipper (dip)	5*	N
b tong	5*	N
b ladle	6	N, V
8m.4. **Opener**		
opener (open)	6*	N
b corkscrew	SC	N
8m.5. **Bowl**		
b glass	2	N
b bowl	2	N
b cup	2	N
b mug	4	N
8m.6. **Dish**		
b dish	2	N
b saucer	4	N
platter (plate)	4	N
b tray	4	N
b chinaware	SS	N

8m.7. **Beater**		
beater (beat)	3*	N

8n Weapons

Minicluster	Grade Level	Part of Speech
8n.1. **Weapon**		
b weapon	5	N
b arms	6+	N
b firearms	SS	N
8n.2. **Missile**		
b missile	5	N
b torpedo	5	N, V
b bullet	5	N
b bomb	5*	N, V
b pellet	6*	N
8n.3. **Gun**		
b gun	2	N
b rifle	4	N, V
b cannon	4	N
b pistol	6	N
b musket	6	N
b revolver	6*	N
b shotgun	6+	N
8n.4. **Explosive**		
b gunpowder	4*	N
b dynamite	5	N, V
explosive (explode)	6	N, A, AV(+ly)
b ammunition	6	N
b firecracker	6*	N
8n.5. **Bow**		
b bow	3	N
b arrow	3	N
b dart	4	N
b sling	4	N
b boomerang	SS	N, V
b slingshot	SS	N
8n.6. **Whip**		
b whip	4	N, V
8n.7. **Noose**		
b noose	5	N

Supercluster 9
Types of People

9a People (General Names)

Minicluster	Grade Level	Part of Speech
9a.1. **Fellow**		
b person	2	N
b fellow	3	N
b character	4	N
b human	4	N
b being	4	N
b individual	5	N, A AV (+ly)
b buster	5	N
b self	5	N
9a.1.1 ____________		
b people	2	N
b folk	3	N
mankind (man)	4*	N

9b Names for Women

Minicluster	Grade Level	Part of Speech
9b.1. **Lady**		
b woman	2	N
b lady	3	N
b widow	4	N
b mistress	4	N
b squaw	4*	N
female (male)	4*	N
ma'am (madame)	5	N
hostess (host)	5*	N
b madame	6*	N
b dame	6	N
b housewife	6*	N
b virgin	SS	N
b spinster	–	N
9b.2. **Girl**		
b girl	1	N
b lass	3*	N
maiden (maid)	4*	N
b tomboy	6*	N

9c Names for Men

Minicluster	Grade Level	Part of Speech
9c.1. **Boy**		
b boy	1	N
b lad	3	N
9c.2. **Guy**		
b guy	K	N
b man	K	N, V
b sir	3	N
b male	3	N
b mister	4	N
gentlemen (gentleman)	4	N
b gentleman	4*	N
b host	6	N
b señor	6	N
b bachelor	–	N

9d Names Indicating Age

Minicluster	Grade Level	Part of Speech
9d.1. **Baby**		
b baby	1	N, V
babe (baby)	4	N
b newborn	4*	N
b infant	6	N
b papoose	6	N
b embryo	SC	N
b tot	6+	N
toddler (toddle)	6+	N
9d.2. **Kid**		
b child	3	N
b youth	4	N
b kid	4	N
b orphan	5	N
b urchin	5*	N
youngster (young)	6	N
b junior	6	N
b minor	6	N
9d.3. **Grown-up**		
elder (old)	5	N
b veteran	6	N
b grown-up	6*	N
b senior	–	N

9e Names Indicating Friendship/ Camaraderie

Minicluster	Grade Level	Part of Speech
9e.1. **Friend**		
b friend	1	N
b neighbor	2	N
b classmate	3*	N
b pal	4	N
b partner	4	N
b teammate	5	N
b ally	6	N
b playmate	6	N
b comrade	6	N
b chum	–	N
b buddy	–	N
acquaintance (acquaint)	–	N
9e.2. **Lover**		
b mate	6	N
b darling	6	N
lover (love)	6*	N
b girlfriend	–	N
b boyfriend	–	N

9f Names for Spiritual or Mythological Characters

Minicluster	Grade Level	Part of Speech
9f.1. **Fairy**		
b fairy	2	N
b elf	4*	N
elves (elf)	5*	N
b mermaid	5*	N
9f.2. **Spirit**		
b spirit	3	N
b ghost	4	N
b soul	5	N
9f.3. **Angel**		
b God	4	N
b angel	4*	N
b saint	5	N
9f.4. **Demon**		
b goblin	3*	N
b phantom	5	N
b demon	5	N
b devil	5*	N

9f.5. **Witch**		
b witch	4	N
b wizard	4	N

9g Names Indicating Negative Characteristics about People

Minicluster	Grade Level	Part of Speech
9g.1. **Liar**		
b storyteller	4*	N
liar (lie)	5	N
b gossip	6	N
9g.2. **Rascal**		
b rascal	5	N
b nuisance	5	N
b pest	6	N
b dolt	6	N
b fool	6	N
9g.3. **Enemy**		
b enemy	3	N
b foe	4*	N
b bully	5	N, V
b opponent	5*	N
b rival	6	N, V
9g.4. **Grouch**		
b grouch	5	N
b hermit	6*	N
9g.5. **Outlaw**		
thief (thievery)	3	N
b bandit	4	N
b pirate	4	N
killer (kill)	4*	N
b outlaw	5	N
robber (rob)	5	N
rustler (rustle)	5	N
b burglar	5*	N
criminal (crime)	6	N
b villain	6	N
b tyrant	6	N
b fiend	6*	N
b victim	6	N

9h Names Indicating Lack of Permanence for People

Minicluster	Grade Level	Part of Speech
9h.1. **Stranger**		
visitor (visit)	3	N
stranger (strange)	4	N
b guest	4	N
tourist (tour)	6	N
vacationer (vacation)	SS	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

9h.2. **Rover**		
rover (rove)	3*	N
b runaway	4*	N
beggar (beg)	5	N
b gypsy	6	N
b vagabond	6	N
b nomad	6*	N
wanderer (wander)	6*	N
b wayfarer	6*	N
9h.3. **Spectator**		
passenger (passenger)	4	N
spectator (spectacle)	6	N

9i Names Indicating Permanence for People

Minicluster	Grade Level	Part of Speech
9i.1. **Settler**		
settler (settle)	4	N
b pioneer	4	N
b pilgrim	4*	N
colonist (colony)	5	N
puritan (pure)	5*	N
9i.2. **Inhabitant**		
villager (village)	4	N
dweller (dwell)	4*	N
inhabitant (inhabit)	5	N
b townspeople	5*	N
b tenant	5	N
resident (reside)	5	N
b tribesman	SS	N
b bushman	SS	N
9i.3. **Native**		
b native	4	N
foreigner (foreign)	4*	N
b citizen	5	N
9i.3.1 __________		
b foreign	4	A
immigrant (immigrate)	6	N, A
9i.4. **Patriot**		
b traitor	5	N
b patriot	6	N
b countryman	SS	N

9j Names Indicating Size of People

Minicluster	Grade Level	Part of Speech
9j.1. **Giant**		
b giant	2	N
b dwarf	4*	N
b midget	6	N
b runt	6	N
b pygmy	6*	N

9k Names Indicating Fame

Minicluster	Grade Level	Part of Speech
9k.1. **Celebrity**		
b star	2	N
celebrity (celebrate)	4	N
b hero	4	N
b champion	4	N
heroine (hero)	6	N
b idol	6*	N
savior (save)	SS	N

9L Names Indicating Knowledge of a Topic

Minicluster	Grade Level	Part of Speech
9L.1. **Expert**		
b expert	4	N
b scholar	5	N
b genius	5	N
specialist (special)	6	N
b amateur	6	N
b novice	6	N
b sage	6*	N

9m Names Indicating Financial Status

Minicluster	Grade Level	Part of Speech
9m.1. **Millionaire**		
millionaire (million)	5*	N
b peasant	5*	N
b miser	6	N
pauper (poor)	6*	N

9n Family Relations

Minicluster	Grade Level	Part of Speech
9n.1. **Family**		
b family	3	N
b household	4	N
9n.2. **Relative**		
b ancestor	4	N
relative (relate)	5	N
descendant (descend)	5*	N
b heir	6*	N
9n.3. **Father**		
daddy (dad)	K	N
b father	K	N, V
b dad	2	N
papa (pa)	4	N
b pa	4	N
9n.4. **Parent**		
b parent	3	N
b ward	4	N
b offspring	5	N
guardian (guard)	5*	N
9n.5. **Mother**		
b mother	K	N, V
mamma (mom)	3	N
mama (mom)	3	N
ma (mom)	4	N
b mom	4	N
9n.6. **Sister**		
b sister	1	N
b brother	2	N
b son	2	N
b daughter	3	N
b sibling	6	N
9n.7. **Spouse**		
b wife	2	N
b husband	3	N
b bride	3	N
b groom	6	N
b spouse	6	N
9n.8. **Grandparent**		
b grandfather	2	N, V
b grandmother	2	N
b granny	3	N
b grandpa	4	N
grandma (grandmother)	4	N
b grandparent	4*	N
b grandson	4*	N
b granddaughter	4*	N
grandchildren (grandchild)	5*	N
9n.9. **Aunt**		
b aunt	2	N
b uncle	2	N
b cousin	6	N
b nephew	6	N
b niece	6	N

9o Names Indicating Political Disposition

Minicluster	Grade Level	Part of Speech
9o.1. **Communist**		
confederate (confederacy)	5*	N, A
socialist (social)	SS	N, A
communist (common)	SS	N, A
nationalist (nation)	SS	N, A
9o.2. **Feudalism**		
feudalism (feudal)	SS	N
b feudal	SS	A
9o.3. **Democratic**		
democratic (democracy)	5*	A, AV (+ly)
republican (republic)	SS	A
9o.3.1 ____________		
b civic	6	A

Supercluster 10
Communication

10a Oral Communication (General)

Minicluster	Grade Level	Part of Speech
10.a.1. **Statement**		
statement (state)	4	N
expression (express)	4	N
b remark	4	N, V
resolution (resolute)	5	N
demonstration (demonstrate)	5*	N
declaration (declare)	5*	N
b comment	6	N, V
exclamation (claim)	6	N
b testimony	6	N
proclamation (proclaim)	SS	N
10a.2. **Talk**		
b talk	1	N, V
b speak	3	V
b utter	5	V
b discuss	5	V
b communicate	5	V
b correspond	5*	V
b chat	6	N, V
b converse	6*	V
10a.3. **Conversation**		
conversation (converse)	4	N
b lecture	5*	N, V
discussion (discuss)	6	N
b dialogue	6*	N
10a.4. **Talkative**		
vocal (voice)	5*	A, AV (+ly)
talkative (talk)	6	A
verbose (verbiage)	6*	A, AV (+ly)

10b Communications Involving Confrontation or Negative Information

Minicluster	Grade Level	Part of Speech
10b.1. **Argue**		
b argue	4	V
disobey (obey)	5*	V
b rebel	5*	V
b revolt	5*	N, V
disagree (agree)	6	V
discount (count)	MA	V
10b.2. **Oppose**		
b oppose	K	V
b complain	3	V
b object	4	V
b protest	4	N, V
10b.3. **Betray**		
b disappoint	3	V
b betray	5	V
disguise (guise)	5	V
b exaggerate	6	V
b deceive	6	V
10b.4. **Swear**		
b swear	5*	V
b curse	6	N, V
10b.5. **Complaint**		
argument (argue)	2	N
b quarrel	3	N, V
b debate	5*	N, V
criticism (critic)	5*	N
complaint (complain)	6	N
objection (object)	6	N
10b.6. **Warn**		
b warn	3	V
b correct	4	V
b remind	4	V
beware (wary)	4*	V
b confront	6	V
10b.7. **Threat**		
warning (warn)	4*	N
prediction (predict)	4*	N
b threat	5	N
prophecy (prophet)	6	N
b omen	6*	N

10b.8. **Accuse**		
b blame	4	V
b accuse	4	V
b denounce	6	V
b condemn	6	V
10b.9. **Insult**		
b scold	3	V
b tease	3	N, V
disgrace (grace)	4	N, V
b insult	5	N, V
b embarrass	5	V
b jeer	6	N, V
b ridicule	6	V
b scoff	6	N, V
10b.10. **Dare**		
b dare	3	N, V
threaten (threat)	4	V
10b.11. **Falsehood**		
b lie	3	N, V
foolishness (fool)	4	N
nonsense (sense)	4	N
exaggeration (exaggerate)	6	N
b rumor	6	N
b sham	EN	N
b falsehood	6	N

10c Communication Involving General Presentation of Information

Minicluster	Grade Level	Part of Speech
10c.1. **Show**		
b show	K	N, V
b tell	1	V
b explain	3	V
b describe	4	V
b exhibit	6	N, V
b notify	6	V
b expose	6*	V
b demonstrate	6	V
10c.2. **Mention**		
b say	K	V
b state	3	V
b mention	3	N, V
b relate	4	V
b pronounce	4	V
b indicate	6	V
b convey	6	V
10c.3. **Broadcast**		
b transmit	5*	V
b broadcast	5*	N, V
telecast (cast)	EN	N, V

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

10c.4. **Exclaim**		
exclaim (claim)	3	V
b declare	3	V
b present	3	V
b boast	4	N, V
b announce	4	V
b claim	4	N, V
b brag	5	V
b herald	6	V
proclaim (claim)	6	V
10c.5. **Stress**		
b stress	6	V
b emphasize	6*	V

10d Communication Involving Positive Information

Minicluster	Grade Level	Part of Speech
10d.1. **Greeting**		
greeting (greet)	2*	N
b apology	6	N
b truce	6*	N
10d.2. **Assure**		
b assure	5	V
b encourage	5	V
b charm	5	V
b inspire	6	V
b soothe	6	V
10d.3. **Praise**		
b support	4	N, V
b praise	5	N, V
congratulations (congratulate)	6	N
10d.4. **Congratulate**		
b congratulate	6	V
acknowledge (know)	6	V
10d.5. **Welcome**		
b invite	3	V
b welcome	3	V
b offer	3	V
b greet	4	V
10d.6. **Pray**		
b worship	5	V
b pray	5	V
b preach	5*	V
b dedicate	5*	V
b bless	6	V
10d.6.1 ____________		
prayer (pray)	4	N
blessing (bless)	5	N

10e Persuasion

Minicluster	Grade Level	Part of Speech
10e.1. **Convince**		
b convince	4	V
b tempt	4	V
b persuade	4	V
b bait	4	V
b influence	5	V
b bribe	5	N, V
b discourage	5	V
b convert	5*	V
b enlist	5*	V
10e.2. **Plead**		
b urge	4	V
b appeal	4	N, V
plead (plea)	5	V
b coax	6	V
10e.3. **Suggest**		
b suggest	4	V
b advise	5	V
b hint	5	N, V
b imply	6	V
recommend (commend)	6	V

10f Questions

Minicluster	Grade Level	Part of Speech
10f.1. **Answer**		
b answer	2	N, V
b reply	3	N, V
b respond	5	V
b retort	6	N, V

10f.2. **Question**		
b call	K	N, V
b ask	K	V
b question	2	N, V
b bid	4	N, V
b beckon	5	V
b interview	5	N, V
b summon	5	V
b inquire	6	V
b consult	6	V
10f.3. **Test**		
b test	3	N, V
b quiz	5*	N, V
examination (exam)	6	N
10f.4. **Suspect**		
b suspect	4	N, V

10g Communications Involving Supervision/Commands

Minicluster	Grade Level	Part of Speech
10g.1. **Instruction**		
b direction	3	N
advice (advise)	4	N
suggestion (suggest)	4	N
instruction (instruct)	5	N
10g.2. **Command**		
b insist	3	V
b command	4	N, V
b demand	4	N, V
b require	5	V
10g.3. **Allow**		
b let	K	V
b allow	3	V
b support	4	V
b excuse	4	V
b permit	5	N, V
10g.4. **Obey**		
b obey	3	V
b agree	3	V
b consent	5	N, V
b submit	6	V
b yield	6	V
b cooperate	6	V
b participate	6*	V
10g.5. **Regulate**		
b direct	3	V
b control	4	N, V
b supervise	5*	V
b regulate	5*	V
b govern	5*	V
b manage	6*	V
b dominate	6*	V
10g.5.1 ________		
b force	3	N, V
enforce (force)	5	V
b exploit	6*	N, V
supervision (supervise)	6	N
10g.6. **Authority**		
b authority	6	N
leadership (lead)	6*	N
10g.7. **Refuse**		
b refuse	3	V
b deny	5	V
forbid (forbade)	5*	V
b decline	6	V
b reject	6	V

10h Giving Out Information Previously Withheld

Minicluster	Grade Level	Part of Speech
10h.1. **Confide**		
b confess	4	V
b confide	6	V
10h.2. **Admit**		
b admit	4	V
apologize (apology)	5	V

10i Promises

Minicluster	Grade Level	Part of Speech
10i.1. **Plea**		
b promise	3	N, V
b plea	5	N, V
b vow	5	N, V
b oath	5*	N
b pledge	6	N, V

10j Recording or Translating Information

Minicluster	Grade Level	Part of Speech
10j.1. **Quotation**		
b quote	5*	N, V
quotation (quote)	6	N
translation (translate)	6	N
interpretation (intepret)	6	N
recording (record)	6*	N
10j.1.1 ____________		
b record	3	N, V
10j.1.2 ____________		
b translate	6	V

10k Exclamations (General)

Minicluster	Grade Level	Part of Speech
10k.1. **Ha**		
b oh	1	INT
b ho	3	INT
b ah	3	INT
b hurrah	3	INT
b ow	3*	INT
b pooh	4	INT
b ha	4	INT
b hey	4	INT
b aha	4	INT
b aw	4	INT
b wow	5	INT
b ooh	5	INT
b gee	5	INT
b alas	5	INT
b ay	5*	INT
b olé	6	INT
b ugh	6	INT
b bravo	6	INT
10k.2. **No/Yes**		
b no	K	INT
b yes	K	INT
b maybe	1	INT
b aye	4	INT
ok (okay)	4	INT, A
b okay	4	INT, A
10k.3. **Hello**		
goodby (good-bye)	1	INT
b hello	1	INT
hi (hello)	2	INT
b good-bye	4	INT
b farewell	5	INT
b howdy	5	INT

Supercluster 11

Transporation

11a Types of Transporation

Minicluster	Grade Level	Part of Speech
11a.1. **Car**		
b car	K	N
automobile (auto)	3	N
b auto	4*	N
b vehicle	5	N
11a.2. **Truck**		
b truck	1	N, V
b van	4	N
b jeep	4	N
b sedan	6	N
b pickup	6	N
11a.3. **Bus**		
b bus	1	N, V
b taxicab	3	N
b taxi	4	N
b cab	4	N
b subway	5	N
b ambulance	5*	N
b stagecoach	SS	N
11a.4. **Bike**		
bike (bicycle)	K	N, V
b bicycle	3	N, V
scooter (scoot)	5	N
unicycle (bicycle)	6*	N
tricycle (bicycle)	6*	N
11a.5. **Train**		
b train	K	N
b streetcar	4*	N
b locomotive	4*	N
b caboose	5	N

11a.6. **Cart**		
b wagon	1	N
b cart	2	N, V
b buggy	4	N
b carriage	4	N
trailer (trail)	5	N
b chariot	6	N

11b Work Related Vehicles

Minicluster	Grade Level	Part of Speech
11b.1. **Tractor**		
b tractor	2	N
b dredge	5*	N
b bulldozer	5*	N
b harrow	6*	N
reaper (reap)	SS	N
11b.2. **Wheelbarrow**		
b wheelbarrow	5*	N
b barrow	5*	N
11b.3. **Elevator**		
elevator (elevate)	2	N
escalator (escalate)	3*	N
conveyor (convey)	5*	N
b derrick	5*	N

11c Vehicles Used in Snow

Minicluster	Grade Level	Part of Speech
11c.1. **Sled**		
b sled	2	N, V
b toboggan	6	N, V
b dogsled	6	N
b snowplow	6	N, V

11d Vehicles Used for Air Transporation

Minicluster	Grade Level	Part of Speech
11d.1. **Airplane**		
b airplane	1	N, V
b helicopter	3	N
b plane	4	N
b airship	4*	N
b airline	4*	N
airliner (airline)	4*	N
b aircraft	6	N
11d.1.1 ________		
aerial (air)	5*	A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

11d.2. **Balloon**		
b balloon	1	N, V
b kite	2	N
glider (glide)	4	N
b blimp	6	N
b dirigible	6*	N
11d.3. **Rocket**		
b rocket	1	N, V
b spacecraft	4*	N
b skyrocket	SC	N

11e Vehicles Used for Sea Transporation

Minicluster	Grade Level	Part of Speech
11e.1. **Ship**		
b boat	K	N, V
b ship	2	N, V
b hulk	5	N
b vessel	5	N
11e.2. **Ferry**		
liner (ocean liner)	4*	N
b ferry	5	N, V
tanker (tank)	5*	N
freighter (freight)	SS	N
b ocean liner	SS	N
11e.3. **Battleship**		
b warship	4*	N
b submarine	5	N
sub (submarine)	5*	N
carrier (carry)	5*	N
b battleship	5*	N
b flagship	5*	N
destroyer (destroy)	6*	N
11e.4. **Steamship**		
b steamship	4*	N
b steamboat	5*	N
steamer (steam)	SS	N
11e.5. **Tug**		
b tug	3	N
b barge	4	N
b tugboat	4*	N
b scow	5	N
11e.6. **Sailboat**		
b sailboat	2*	N
b yacht	4*	N
b schooner	5	N
b galleon	6	N
b caravel	6	N
11e.7. **Canoe**		
b keelboat	4*	N
b canoe	4	N, V
b raft	5	N, V
b rowboat	6	N
b gondola	6*	N
b flatboat	SS	N
11e.8. **Shipwreck**		
b shipwreck	6	N, V
b shipbuilding	SS	N
11e.9. **Seagoing**		
b seagoing	5*	A
b seafaring	5*	A

11f Parts of Vehicles

Minicluster	Grade Level	Part of Speech
11f.1. **Wheel**		
b wheel	2	N
b tire	2	N
b axle	6	N
b hub	6	N
11f.2. **Seatbelt**		
b trunk	2	N
b mirror	3	N
b windshield	4	N
b headlight	6	N
b seatbelt	6*	N
11f.3. **Deck**		
b deck	4	N
b mast	4	N
b anchor	4	N, V
b hull	5	N
b keel	6	N
b helm	6	N
b gunwale	6	N
b galley	6	N
b gangplank	6	N
11f.3.1 ___________		
b oar	4	N
b paddle	4	N, V
b rudder	5	N

11f.4. **Wing**		
b wing	2	N
b tail	2	N
b cockpit	4	N
propeller (propel)	5	N
rotor (rotate)	5	N
b fuselage	6*	N
11f.4.1 __________		
b wingspan	SC	N

11g Actions and Characteristics of Vehicles

Minicluster	Grade Level	Part of Speech
11g.1. **Ride**		
b ride	K	N, V
b fly	1	V
b row	2	V
b drive	2	N, V
b sail	3	N, V
b glide	4	V
b scuttle	5	V
b launch	5	N, V
b navigate	5*	V
b cruise	6	N, V
refuel (fuel)	SS	V
b lubricate	SS	V
11g.1.1 __________		
navigable (navigate)	SS	A
11g.2. **Driver**		
driver (drive)	3	N
rider (ride)	4	N
b passenger	4	N
11g.3. **Transport**		
b transport	6	N, V
11g.3.1 __________		
transportation (transport)	6	N

11h Things Traveled On

Minicluster	Grade Level	Part of Speech
11h.1. **Road**		
b road	1	N
b street	1	N
b roadway	1	N
b highway	4	N
b freeway	5*	N
b turnpike	5*	N
detour (tour)	5*	N, V
b avenue	6	N
b expressway	6*	N
b boulevard	6*	N
11h.1.1 __________		
b roadside	6*	N
11h.2. **Intersection**		
b crossroad	5*	N
intersection (intersect)	5*	N
11h.3. **Route**		
b way	1	N
b pass	2	N, V
b route	4	N, V
passage (pass)	5	N
b passageway	6	N
11h.4. **Alley**		
b alley	4*	N
b lane	4	N
b driveway	6*	N
11h.5. **Bridge**		
b bridge	2	N
b tunnel	3	N, V
b span	5	N, V
b drawbridge	SS	N
11h.6. **Track**		
b track	2	N, V
b rail	3	N
b railroad	4	N
b railway	5*	N
11h.7. **Ramp**		
b chute	5	N
b ramp	5	N

11h.8. **Path**		
b sidewalk	2	N
b path	3	N
b trail	3	N, V
b course	3	N
b pathway	6*	N
11h.9. **Seaway**		
b seaway	SS	N
b waterway	SS	N
11h.9.1 ____________		
aqueduct (aqua)	5*	N
11h.9.2 ____________		
mooring (moor)	6	N
11h.10. **Airport**		
b airport	4	N
b airfield	4*	N
b runway	6	N

Supercluster 12

Mental Actions/Thinking

12a Thought/Memory (General)

Minicluster	Grade Level	Part of Speech
12a.1. **Memory**		
b thought	2	N, V
imagination (imagine)	4	N
b memory	4	N
b conscience	6	N
contemplation (contemplate)	6*	N
12a.2. **Memorize**		
memorize (memory)	6	V
visualize (visual)	EN	V
12a.3. **Think**		
b think	1	V
b wonder	2	N, V
b suppose	3	V
b consider	4	V
b muse	5	V
b reckon	5	V
b deliberate	6	V
b ponder	6	V
b survey	6	N, V
12a.4. **Remember**		
b remember	3	V
b forget	3	V
recall (call)	5	N, V

12b Subjects/Topics

Minicluster	Grade Level	Part of Speech
12b.1. **Topic**		
b subject	4	N
b topic	5	N
b theme	6	N
12b.2. **Plan**		
b plan	2	N, V
b scheme	6	N, V
objective (object)	6	N

12c Mental Exploration

Minicluster	Grade Level	Part of Speech
12c.1. **Investigation**		
b experiment	3	N, V
investigation (investigate)	5*	N
inspection (inspect)	5*	N
examination (exam)	6	N
experimentation (experiment)	SC	N

12c.2. **Explore**		
b explore	3	V
b search	3	V
b research	4	N, V
examine (exam)	4	V
b pry	5	V
b inspect	5	V
b probe	6	N, V
b investigate	6	V
12c.3. **Assignment**		
b lesson	3	N
assignment (assign)	5*	N
b homework	6	N

12d Mental Actions Involving Conclusions

Minicluster	Grade Level	Part of Speech
12d.1. **Solve**		
b solve	3	V
b invent	3	V
b resolve	4	N, V
b design	4	V
b compose	5*	V
b derive	5*	V
b create	6	V
b compute	6	V
12d.2. **Conclude**		
b determine	5	V
b conclude	6	V
b comprehend	6	V
12d.3. **Prove**		
b prove	3	V
b predict	5	V
b calculate	6	V
b forecast	6	N, V
b foresee	6*	V
12d.3.1 ____________		
prediction (predict)	4*	N
b proof	6	N
calculation (calculate)	6*	N
12d.4. **Guess**		
b guess	1	N, V
b estimate	6	V
b assume	6	V
12d.5. **Discovery**		
invention (invent)	3	N
b fact	3	N
discovery (discover)	4	N
b theory	4	N
information (inform)	4	N
b clue	4	N
b principle	5*	N
b evidence	6	N
b proof	6	N
indicator (indicate)	6*	N
indication (indicate)	SC	N
12d.5.1 ____________		
b mystery	3	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

12e Consciousness

Minicluster	Grade Level	Part of Speech
12e.1. **Awake**		
awake (wake)	3	V, A
b conscious	6*	A, AV (+ly)
12e.2. **Asleep**		
asleep (sleep)	3	A
b weary	5	A, AV (+ly)
b drowsy	5*	A
unconcious (conscious)	6*	A, AV (+ly)
12e.3. **Dream**		
b dream	2	N, V
b daydream	3	N, V
b nap	3	N, V
b nightmare	5	N
b daze	5	N, V
b vision	5	N
b fantasy	6	N
hallucination (hallucinate)	6*	N
b illusion	6*	N
12e.4. **Sleep**		
b sleep	1	N, V
b doze	4	V
b slumber	6	N, V
b snooze	6	N, V
12e.5. **Awaken**		
awaken (wake)	3	V
b wake	3	V
waken (wake)	5	V
12e.6. **Fantasize**		
b pretend	3	V
fantasize (fantasy)	6*	V
b hallucinate	6*	V

12f Interest

Minicluster	Grade Level	Part of Speech
12f1.1 **Curiosity**		
b interest	3	N, V
b attention	3	N
curiosity (curious)	5	N
b intrigue	6*	N, V
concentration (concentrate)	6*	N

12g Teaching/Learning

Minicluster	Grade Level	Part of Speech
12g.1. **Instruction**		
direction (direct)	3	N
advice (advise)	4	N
suggestion (suggest)	5	N
instruction (instruct)	5	N
12g.2. **Teach**		
b coach	3	N, V
b teach	3	V
b educate	5	V
b instruct	5*	V
b enlighten	5*	V
12g.3. **Learn**		
b learn	1	V
b realize	3	V
b discover	3	V
b detect	5*	V
b analyze	6	V
12g.4. **Outsmart**		
b trick	2	N, V
b outwit	5	N
b outsmart	5	N
12g.5. **Confuse**		
b confuse	4	V
b perplex	5	V
b bewilder	5	V
b baffle	5	V
b mystify	6	V

12g.6. **Know**		
b know	K	V
b understand	3	V
12g.6.1 ____________		
knowledge (know)	5	N

12h Processes and Procedures

Minicluster	Grade Level	Part of Speech
12h.1. **Procedure**		
b process	5	N, V
b method	5	N
procedure (proceed)	6*	N
b technique	6*	N
b maneuver	6*	N, V

12i Definition

Minicluster	Grade Level	Part of Speech
12i.1. **Definition**		
definition (define)	5	N
meaning (mean)	5	N
12i.2. **Symbolize**		
b represent	4	V
b define	4*	V
b interpret	5	V
symbolize (symbol)	5*	V

12j Choice

Minicluster	Grade Level	Part of Speech
12j.1. **Choose**		
b pick	2	N, V
b choose	2	V
b decide	3	V
b select	5	V
12j.1.1 ____________		
b choice	4	N
selection (select)	4*	N
decision (decide)	5	N
judgment (judge)	6	N
b verdict	6	N
12j.2. **Judge**		
b judge	3	V
b suspect	4	N, V
misjudge (judge)	5*	V
criticize (critic)	6	V
12j.3. **Appoint**		
b appoint	6	V
b ratify	SS	V
b repeal	SS	V

12k Intelligence

Minicluster	Grade Level	Part of Speech
12k.1. **Wisdom**		
wisdom (wise)	4	N
ignorance (ignorant)	4*	N
b wit	5	N
intelligence (intelligent)	5	N
stupidity (stupid)	6	N
12k.1.1 ____________		
b wise	2	A, AV (+ly)
b smart	3	A, AV (+ly)
b sly	4	A, AV (+ly)
b brilliant	5	A, AV (+ly)
b shrewd	5	A, AV (+ly)
b intelligent	5	A, AV (+ly)
b cunning	6	A, AV (+ly)
12k.1.2 ____________		
b stupid	3	A, AV (+ly)
b dumb	4	A, AV (+ly)
uneducated (educate)	5	A
b ignorant	6	A, AV (+ly)

12k.2. **Alert**		
b alert	4	A, AV (+ly)
b aware	4	A, AV (+ly)
12k.3. **Logical**		
sensible (sense)	5	A, AV (+ly)
logical (logic)	6	A, AV (+ly)
12k.4. **Clever**		
b clever	2	A, AV (+ly)
b able	2	A, AV (+ly)
skillful (skill)	6	A, AV (+ly)
b apt	6*	A, AV (+ly)
unskilled (skill)	SS	A
b adept	6*	A, AV (+ly)
12k.5. **Imaginative**		
imaginative (imagine)	5*	A, AV (+ly)
creative (create)	6*	A, AV (+ly)

12L Beliefs

Minicluster	Grade Level	Part of Speech
12L.1. **Custom**		
b custom	4	N
b ideal	5	N
b belief	6	N
b superstition	6	N
b tradition	6	N
b philosophy	6*	N
12L.2. **Habit**		
b habit	4	N
b instinct	6	N

Supercluster 13
Nonemotional Traits

13a Kindness/Goodness

Minicluster	Grade Level	Part of Speech
13a.1. **Goodness**		
goodness (good)	3	N
patience (patient)	4	N
kindness (kind)	5	N
b charity	6	N
b mercy	6	N
forgiveness (forgive)	6	N
13a.2. **Courtesy**		
courtesy (courteous)	5*	N
hospitality (hospitable)	6	N
consideration (consider)	6*	N
13a.3. **Tender**		
b tender	3	A, AV (+ly)
b gentle	3	A, AV (+ly)
thoughtful (thought)	4	A, AV (+ly)
b sensitive	4*	A, AV (+ly)
sympathetic (sympathy)	6	A, AV (+ly)
b lenient	6*	AV (+ly)
13a.4. **Grateful**		
b grateful	3	A, AV (+ly)
thankful (thank)	3	A, AV (+ly)
13a.5. **Kind**		
b kind	1	A, AV (+ly)
b nice	2	A, AV (+ly)
pleasant (please)	3	A, AV (+ly)

13a.6. **Affectionate**		
affectionate (affection)	5	A, AV (+ly)
attentive (attention)	6*	A, AV (+ly)
13a.7. **Generous**		
willing (will)	3	A, AV (+ly)
unselfish (self)	4*	A, AV (+ly)
b generous	5	A, AV (+ly)
13a.8. **Gracious**		
b polite	3	A, AV (+ly)
b civil	5	A, AV (+ly)
gracious (grace)	6	A, AV (+ly)
respectful (respect)	6	A, AV (+ly)
b courteous	6*	A, AV (+ly)
chivalrous (chivalry)	6*	A, AV (+ly)
tactful (tact)	6*	A, AV (+ly)

13b Eagerness/Dependability

Minicluster	Grade Level	Part of Speech
13b.1. **Eagerness**		
eagerness (eager)	4	N
reliability (rely)	6*	N
dependability (depend)	6*	N
trustworthiness (trustworthy)	6*	N
sincerity (sincere)	6*	N
13b.2. **Poise**		
b poise	5	N, V
b grace	5	N, V
determination (determine)	5	N
enthusiasm (enthuse)	5	N
b conceit	6	N
b ambition	6*	N
13b.3. **Duty**		
b duty	4	N
service (serve)	4	N, V
responsibility (responsible)	4	N
13b.4. **Effective**		
b efficient	4	A, AV (+ly)
effective (effect)	5*	A, AV (+ly)
13b.5. **Dependable**		
dependable (depend)	4*	A, AV (+ly)
b sincere	4*	A, AV (+ly)
b responsible	6	A, AV (+ly)
reliable (rely)	6	A, AV (+ly)
b trustworthy	6	A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

13b.6. **Busy**		
b busy	2	A, AV (+ly)
b eager	3*	A, AV (+ly)
lively (life)	3	A
playful (play)	3*	A, AV (+ly)
active (act)	5	A, AV (+ly)
energetic (energy)	5*	A, AV (+ly)
enthusiastic (enthuse)	5*	A, AV (+ly)
adventurous (adventure)	5*	A, AV
vigorous (vigor)	6	A, AV (+ly)
13b.7. **Ambitious**		
b earnest	4	A, AV (+ly)
b diligent	5*	A, AV (+ly)
productive (produce)	5*	A, AV
b thorough	6	A, AV (+ly)
industrious (industry)	6*	A, AV (+ly)
ambitious (ambition)	6*	A, AV (+ly)
compulsive (compulsion)	6*	A, AV (+ly)

13c Lack of Initiative

Minicluster	Grade Level	Part of Speech
13c.1. **Lazy**		
b slow	K	A, AV (+ly)
b lazy	2	A
b casual	5	A, AV (+ly)
inactive (act)	5*	A, AV (+ly)
b idle	6	A, AV (+ly)
b passive	6	A, AV (+ly)
b sluggish	6	A
13c.2. **Aimless**		
aimless (aim)	4*	A, AV (+ly)
restless (rest)	4*	A, AV (+ly)
nomadic (nomad)	SS	A

13d Freedom/Independence

Minicluster	Grade Level	Part of Speech
13d.1. **Free**		
b free	3	A, AV (+ly)
independent (depend)	5*	A, AV (+ly)
13d.2. **Dependent**		
obedient (obey)	5	A, AV (+ly)
dependent (depend)	6	A, AV (+ly)

13e Confidence/Pride

Minicluster	Grade Level	Part of Speech
13e.1. **Sure**		
b sure	2	A
b proud	2	A, AV (+ly)
b certain	3	A
confident (confide)	5	A, AV (+ly)
b vain	6	A, AV (+ly)
b dominant	6*	A, AV (+ly)
13e.1.1 ____________		
b pride	4	N
confidence (confide)	6	N

13f Patience

Minicluster	Grade Level	Part of Speech
13f.1. **Patient**		
b patient	3	A, AV (+ly)
impatient (patient)	3	A, AV (+ly)
expectant (expect)	6	A, AV (+ly)

13g Luck/Prosperity

Minicluster	Grade Level	Part of Speech
13g.1. **Fortune**		
lucky (luck)	2	A, AV (+ly)
fortunate (fortune)	4	A, AV (+ly)
successful (succeed)	4	A, AV (+ly)
prosperous (prosper)	5*	A, AV (+ly)
13g.1.1 ____________		
b luck	2	N
success (succeed)	4	N
b fate	5	N

13h Strictness

Minicluster	Grade Level	Part of Speech
13h.1. **Stern**		
b stern	4	A, AV (+ly)
b stubborn	4	A, AV (+ly)
b strict	5	A, AV (+ly)
b steadfast	5*	A, AV (+ly)
b staunch	6	A, AV (+ly)

13i Humor

Minicluster	Grade Level	Part of Speech
13i.1. **Funny**		
funny (fun)	K	A
witty (wit)	5	A
b wry	6	A, AV (+ly)
humorous (humor)	6	A, AV (+ly)
13i.1.1 ____________		
b fun	K	N, A
b humor	4	N

13j Spirituality

Minicluster	Grade Level	Part of Speech
13j.1. **Religious**		
religious (religion)	5	A, AV (+ly)
glorious (glory)	5	A, AV (+ly)
spiritual (spirit)	6	A, AV (+ly)
miraculous (miracle)	6	A, AV (+ly)
b holy	6	A
b sacred	6	A, AV (+ly)
b divine	6*	A, AV (+ly)

13k Prudence

Minicluster	Grade Level	Part of Speech
13k.1. **Prudence**		
prudence (prude)	4*	N
modesty (modest)	5	N
13k.1.1 ____________		
b modest	5	N

13L Shyness

Minicluster	Grade Level	Part of Speech
13L.1. **Meek**		
b shy	3	A, AV (+ly)
helpless (help)	3	A, AV (+ly)
b meek	4	A, AV (+ly)
b mild	4	A, AV (+ly)
b timid	5	A, AV (+ly)
needy (need)	5*	A
b reluctant	6	A, AV (+ly)

13m Dishonesty

Minicluster	Grade Level	Part of Speech
13m.1. **Dishonest**		
tricky (trick)	5	A
b naughty	5	A
unfair (fair)	5	A, AV (+ly)
dishonest (honest)	6*	A, AV (+ly)
mischievous (mischief)	6*	A, AV (+ly)
b phony	6*	A
unscrupulous (scruples)	6*	A, AV (+ly)
unfaithful (faith)	6*	A, AV (+ly)
13m.1.1 __________		
b mischief	5	N

13n Loyalty/Courage

Minicluster	Grade Level	Part of Speech
13n.1 **Allegiance**		
b allegiance	3*	N
friendship (friend)	4	N
obedience (obey)	5*	N
loyalty (loyal)	6*	N
devotion (devote)	6*	N
13n.1.1 __________		
b treason	6	N
disloyalty (loyal)	6*	N
13n.2. **Courage**		
b courage	3	N
bravery (brave)	4	N
13n.3. **Brave**		
b brave	2	A, AV (+ly)
b bold	4	A, AV (+ly)
fearless (fear)	4*	A, AV (+ly)
13n.4. **Heroic**		
heroic (hero)	5	A, AV (+ly)
b gallant	5*	A, AV (+ly)
courageous (courage)	6	A, AV (+ly)
13n.5. **Honorable**		
honorable (honor)	4	A, AV (+ly)
b noble	5	A, AV (+ly)
b moral	5	A, AV (+ly)
faithful (faith)	5	A, AV (+ly)
patriotic (patriot)	5*	A, AV (+ly)
13n.6. **Glory**		
b honor	3	N, V
b power	3	N
b glory	6	N

13n.7. **Fair**		
b just	1	A, AV (+ly)
b fair	2	A, AV (+ly)
b honest	4	A, AV (+ly)
b loyal	5	A, AV (+ly)
impartial (partial)	SS	A, AV (+ly)

13o Instability

Minicluster	Grade Level	Part of Speech
13o.1. **Wild**		
b wild	3	A, AV (+ly)
crazy (craze)	3	A
careless (care)	4	A, AV (+ly)
b frantic	5	A, AV (+ly)
reckless (reck)	5*	A, AV (+ly)
unsettled (settle)	5*	A
fanatical (fanatic)	6	A, AV (+ly)
unstable (stable)	6*	A, AV (+ly)
feverish (fever)	6*	A, AV (+ly)
unsteady (steady)	6*	A, AV (+ly)
wasteful (waste)	SS	A, AV (+ly)
uncontrolled (control)	SC	A

13p Caution

Minicluster	Grade Level	Part of Speech
13p.1. **Careful**		
careful (care)	2	A, AV (+ly)
b curious	3	A, AV (+ly)
watchful (watch)	4	A, AV (+ly)
cautious (caution)	4	A, AV (+ly)
suspicious (suspect)	5	A, AV (+ly)
13p.1.1 ____________		
b caution	6	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Supercluster 14
Location/Direction

14a Location (General)

Minicluster	Grade Level	Part of Speech
14a.1. **Direction**		
direction (direct)	3	N
distance (distant)	3	N
b position	4	N
location (locate)	6	N
b altitude	6	N
14a.2. **Place**		
b place	2	N, V
b spot	2	N, V
b point	2	N, V
b axis	4	N
b pinpoint	6	N, V

14b Boundaries

Minicluster	Grade Level	Part of Speech
14b.1. **Edge**		
b corner	2	N, V
b side	2	N
b edge	3	N, V
b rim	4	N
b ridge	4	N
b limit	4	N, V
b border	5	N
b brim	5	N
boundary (bound)	5	N
b perimeter	5*	N
b margin	5*	N
b outskirts	5*	N
b exterior	5*	N
b brink	6	N

14c Planes

Minicluster	Grade Level	Part of Speech
14c.1. **Diagonal**		
b diagonal	5*	N, A, AV (+ly)
b vertical	6	A, AV (+ly)
horizontal (horizon)	6	A, AV (+ly)
b perpendicular	6*	A, AV (+ly)
14c.2. **Sideways**		
b sideways	4*	AV
b broadside	5	AV

14d Nonspecific Locations

Minicluster	Grade Level	Part of Speech
14d.1. **Somewhere**		
b here	K	PRO
b there	1	PRO
b where	1	PRO
b anywhere	3	PRO
b somewhere	4	PRO
b everywhere	4	PRO
b nowhere	4	PRO
b elsewhere	4*	PRO

14e Compass Directions

Minicluster	Grade Level	Part of Speech
14e.1. **North**		
b west	3	N
b south	3	N
b north	3	N
b east	3	N
b northeast	3*	N
b northwest	3*	N
b southwest	3*	N
b southeast	3*	N
b midwest	6	N

14e.1.1 ____________		
southern (south)	4	A
western (west)	4	A
northwestern (northwest)	4*	A
b westward	4*	A, AV
southwestern (southwest)	4*	A
eastern (east)	5	A
northern (north)	5	A
b eastward	5*	A, AV
northeastern (northeast)	5*	A
b southward	5*	A, AV
southeastern (southeast)	5*	A
b northward	5*	A, AV
b northernmost	5*	A
northerly (north)	6*	A, AV
b westernmost	6	A
b southernmost	6	A
b easternmost	6	A
14e.2. **Right**		
b right	1	N, A
b left	2	N, A

14f Back-Front-Middle

Minicluster	Grade Level	Part of Speech
14f.1. **Back**		
b back	1	N, A, AV
b end	2	N, A
b rear	3	N, A
b hind	3	A
b background	4	N, A
b endpoint	MA	N
14f.1.1 ____________		
b backward	3	AV
b backwards	3	AV
b astern	6*	AV
14f.1.2 ____________		
b behind	K	AV, PREP
14f.2. **Front**		
b front	2	N, A
14f.2.1 ____________		
b ahead	2	AV
14f.2.2 ____________		
b ahead of	–	PREP
14f.3. **Center**		
b center	3	N, A
b middle	3	N, A
midst (mid)	5	N
b midway	5*	N
14f.3.1 ____________		
b mid	5	A
central (center)	6	A

14g Direction To/From

Minicluster	Grade Level	Part of Speech
14g.1. **To**		
b to	K	PREP
b at	K	PREP
b from	K	PREP

14h Inward/Outward Direction

Minicluster	Grade Level	Part of Speech
14h.1. **In**		
b interior	6	N, A
14h.1.1 ____________		
b in	K	AV, PREP
b inside	2	AV, PREP
b indoors	2*	AV
b inward	4	AV
b inland	4	AV
14h.1.2 ____________		
b internal	5*	A
b incoming	SS	A

14h.2. **Outward**		
b out	K	AV, PREP
b outside	2	AV, PREP
b outdoor(s)	3	AV
b outward	6	AV
14h.3. **Through**		
b through	2	AV, PREP
b throughout	4	AV, PREP
14h.4. **Enter**		
b enter	3	V
b insert	5*	N, V
b inject	6*	V

14i Up/On

Minicluster	Grade Level	Part of Speech
14i.1. **On**		
b on	K	PREP
14i.1.1 ____________		
atop (top)	5*	PREP
b on top of	–	PREP
14i.1.2 ____________		
b abroad	3	AV, PREP
14i.2. **Over**		
b over	1	AV, PREP
b above	2	AV, PREP
b overhead	3	AV
14i.2.1 ____________		
b off	1	AV, PREP
14i.3. **Top**		
b tip	2	N
b top	2	N, A
14i.3.1 ____________		
b bottom	1	N, A
14i.4. **High**		
b high	2	A
b low	2	A
upper (up)	4	A
14i.5. **Upright**		
b upright	1*	A
b upside down	2	A
14i.6. **Up**		
b up	K	AV, PREP
b upward	3	A, AV
b upstairs	3	AV
b skyward	3*	A, AV
b uphill	3*	A, AV
b upland	SS	AV
14i.7. **Overland**		
b overland	5*	A, AV

14j Down/Under

Minicluster	Grade Level	Part of Speech
14j.1. **Under**		
b under	1	AV, PREP
b below	3	AV, PREP
b beneath	3	PREP
b underneath	5	AV, PREP
14j.1.1 ____________		
b underside	4*	N
14j.1.2 ____________		
b underground	4	N, A
b underfoot	4	N
14j.2. **Down**		
b down	K	AV
b downstairs	3	A, AV
b downhill	4*	A, AV
b downward	6	A, AV
b downtown	6	A, AV

14k Distances

Minicluster	Grade Level	Part of Speech
14k.1. **Distant**		
b distant	3	A
b remote	6	A
outer (out)	6	A
b outlying	6*	A
14k.1.1 ___________		
b away	K	AV
b far	1	A, AV
b faraway	3*	A, AV
14k.1.2 ___________		
b abroad	5	AV
b overseas	5*	AV
14k.1.3 ___________		
past (pass)	2	A, AV, PREP
b beyond	3	PREP
14k.2. **Close**		
closeness (close)	6*	N
14k.2.1 ___________		
b beside	K	AV
b with	K	PREP
b close	2	A, AV
b near	2	A, PREP
b along	2	A, PREP
b nearby	2	A, AV
b alongside	4	AV, PREP
aside (side)	4	AV, PREP
opposite (oppose)	4	AV, PREP
b local	5	A
b abreast	6	AV
14k.3. **Homeward**		
b homeward	5	AV
14k.4. **Between**		
b by	1	PREP
b between	2	PREP

14L Presence/Absence

Minicluster	Grade Level	Part of Speech
14L.1. **Present**		
presence (present)	6	N
absence (absent)	6	N
14L.1.1 ___________		
b present	3	A
b absent	6	A
14L.2. **Available**		
available (avail)	5	A
unavailable (avail)	6	A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Supercluster 15
Literature/Writing

15a Names/Titles

Minicluster	Grade Level	Part of Speech
15a.1. **Name**		
b name	1	N, V
b brand	5	N, V
b title	5	N, V
b nickname	6	N, V
b euphemism	EN	N
15a.1.1 ______		
rename (name)	5*	V
entitle (title)	6*	V
15a.2. **Label**		
b tag	3	N, V
b label	4	N, V
heading (head)	4	N
signature (sign)	4*	N
b autograph	5*	N, V
b caption	5*	N, V
inscription (script)	6	N
subheading (heading)	EN	N

15b Types of Literature

Minicluster	Grade Level	Part of Speech
15b.1. **Literature**		
b writing	3	N
literature (literate)	5	N
b composition	6	N
15b.2. **Story**		
b story	1	N
b tale	3	N
b myth	4	N
b fiction	5	N
b comedy	5	N
b fable	5	N
b script	6	N
b mythology	6*	N
nonfiction (fiction)	EN	N

15c Types of Books

Minicluster	Grade Level	Part of Speech
15c.1. **Book**		
b book	K	N
b textbook	4*	N
b catalogue	4*	N
b text	5*	N
primer (prime)	5*	N
booklet (book)	5*	N
b manual	6	N
b anthology	EN	N
15c.2. **Novel**		
b novel	5*	N
b biography	5*	N
autobiography (biography)	5*	N
15c.3. **Cookbook**		
b cookbook	4*	N
b menu	5	N
b recipe	6	N
15c.4. **Encyclopedia**		
dictionary (diction)	4	N
b encyclopedia	4	N
b atlas	5*	N
b almanac	6	N
b testament	SS	N
b scripture	SS	N
b Bible	SS	N
b Koran	SS	N
15c.5. **Magazine**		
b article	3	N
b magazine	4	N
b newspaper	4	N
b headline	5*	N
publication (publish)	5*	N
b journal	5*	N
15c.6. **Edition**		
b volume	3*	N
b index	5	N, V
b issue	5	N, V
edition (edit)	5*	N
summary (sum)	6*	N

15d Poems/Songs

Minicluster	Grade Level	Part of Speech
15d.1. **Poem**		
b poem	3	N
b rhyme	4	N, V
b verse	5	N
b limerick	5*	N
b sonnet	6	N
poetry (poem)	6	N
b stanza	6	N
15d.1.1 ________		
poetic (poem)	6*	A, AV (+ly)
15d.2. **Song**		
song (sing)	2	N
b music	3	N
b tune	3	N, V
b anthem	5*	N
b psalm	5	N
b melody	5	N
b hymn	6*	N
b ballad	EN	N
lullaby (lull)	EN	N
b carol	EN	N
15d.2.1 ________		
b sing	1	V
b recite	4	V

15e Drawings/Illustrations

Minicluster	Grade Level	Part of Speech
15e.1. **Drawings**		
drawing (draw)	4	N
b chart	4	N, V
illustration (illustrate)	4*	N
b diagram	5	N, V
b blueprint	5	N
b graph	6	N, V

15f Messages

Minicluster	Grade Level	Part of Speech
15f.1. **Letter**		
b letter	1	N, V
b note	2	N, V
b postcard	2*	N
b message	3	N
b telegram	3	N
b report	3	N, V
b valentine	3	N
b envelope	4	N
b telegraph	4	N
b diary	5	N
correspondence (respond)	5*	N
15f.2. **Advertisement**		
b ad	3*	N
b bulletin	3*	N
poster (post)	4	N
b billboard	5*	N
advertisement (advertise)	5*	N
announcement (announce)	5*	N
commercial (commerce)	6	N
b slogan	6*	N

15g Things to Write On/With

Minicluster	Grade Level	Part of Speech
15g.1. **Notebook**		
b notebook	3	N
b scrapbook	3	N
b document	5*	N
manuscript (script)	6*	N

15g.2. **Pen**		
b pen	2	N
b crayon	2*	N
b pencil	3	N
b brush	3	N, V
b press	3	N, V
eraser (erase)	3	N
b ink	4	N
typewriter (typewrite)	4	N
b chalk	5	N
15g.3. **Paper**		
b paper	2	N
b parchment	4	N
b scroll	4	N
b blackboard	4*	N
b tablet	6	N
b chalkboard	6*	N

15h Rules/Laws

Minicluster	Grade Level	Part of Speech
15h.1. **Rule**		
b rule	3	N, V
b law	4	N
regulation (regulate)	5	N
commandment (command)	SS	N
15h.1.1 ____________		
lawless (law)	5*	A, AV (+ly)
lawful (law)	5*	A, AV (+ly)
15h.2. **Treaty**		
proposal (propose)	5*	N
b treaty	5*	N
b constitution	5	N
b contract	6	N, V
amendment (amend)	SS	N
b policy	SS	N
charter (chart)	SS	N
15h.2.1 ____________		
constitutional (constitution)	SS	N

15i Reading/Writing/Drawing Actions

Minicluster	Grade Level	Part of Speech
15i.1. **Scribble**		
b doodle	3*	N, V
b trace	5	N, V
b scribble	5*	V
b jot	5*	V
15i.2. **Write**		
b sign	2	N, V
b write	2	V
b spell	4	V
b copy	4	N, V
b publish	4	V
rewrite (write)	4*	V
b indent	5*	V
misspell (spell)	6*	V
15i.3. **Paint**		
b paint	K	N, V
b color	1	N, V
b draw	3	V
b draft	5	N, V
b etch	5	V
b inscribe	6	V
b sketch	6	N, V
b illustrate	6	V
b engrave	6*	V
15i.4. **Punctuate**		
b punctuate	EN	V
b underline	EN	V
italicize (italics)	EN	V
capitalize (capital)	EN	V
15i.5. **Read**		
b read	1	V
b skim	4	V
b scan	6	V
preview (view)	EN	N, V
b proofread	EN	V
15i.6. **Handwriting**		
b handwriting	3	N
b penmanship	5	N
15i.6.1 ____________		
handwritten (handwrite)	EN	A

Supercluster 16
Water/Liquids

16a Different Forms of Water

Minicluster	Grade Level	Part of Speech
16a.1. **Water**		
b water	1	N, V
b liquid	4	N
b fluid	6	N, A
16a.2. **Rain**		
b rain	1	N, V
b rainfall	3	N
b raindrop	4*	N
b hail	5	N, V
b sleet	5	N, V
16a.2.1 ___________		
b rainbow	1*	N
16a.3. **Snow**		
b snow	2	N, V
b flake	4	N
b snowfall	5*	N
b snowflake	6	N
16a.3.1 ___________		
b snowman	2	N
b snowball	6	N
16a.4. **Ice**		
b ice	1	N
b frost	3	N
b glacier	5	N
b floe	5	N
b slush	6	N
icicle (ice)	6	N
b iceberg	6	N

16b Actions Related to Water

Minicluster	Grade Level	Part of Speech
16b.1. **Drip**		
b drip	4	N, V
b sprinkle	4	N, V
b ripple	4	N, V
b seep	4*	V
b trickle	5	N, V
b excrete	SC	V
16b.2. **Splash**		
b splash	2	N, V
b spray	4	N, V
b overflow	4*	N, V
b gush	4*	V
b spatter	5	V
b slosh	5	V
b cascade	5*	N, V
b spurt	6	N, V
b squirt	6	N, V
b surge	6	N, V
16b.3. **Spill**		
b spill	3	N, V
b flush	4	V
b leak	4	N, V
b flow	4	V
b drain	5	N, V
b ebb	6	V

Key

Basic words

Basic words are preceded by *b*.

All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

16b.4. **Pour**		
b pour	3	N, V
b stir	4	N, V
16b.5. **Boil**		
b melt	3	V
b bubble	3	N, V
b boil	4	V
b freeze	5	V
b dissolve	5	V
b thaw	5	N, V
evaporate (vapor)	5	V
16b.6. **Swim**		
b swim	2	N, V
b float	2	V
b dive	3	N, V
b drown	3	V
b drift	3	N, V
b wade	4	V
b sink	4	V
16b.7. **Soak**		
b soak	5	V
b drench	5	V
b absorb	5	V
moisten (moist)	5	V
b dilute	SC	V
b saturate	6*	V
16b.8. **Wet**		
b wet	1	V, A
b dry	2	V, A
slippery (slip)	4	A
b moist	4*	A
b damp	5	A
b soggy	5	A
b slick	6	A

16c Equipment Used with Liquids

Minicluster	Grade Level	Part of Speech
16c.1. **Fountain**		
b fountain	3	N
b hydrant	4*	N
sprinkler (sprinkle)	6	N
16c.2. **Hose**		
b pump	3	N, V
b hose	3	N
b faucet	4	N
b spout	6	N, V
b valve	6	N
b funnel	6	N, V
b nozzle	SC	N

16d Moisture

Minicluster	Grade Level	Part of Speech
16d.1. **Dew**		
b dew	5	N
b dewdrop	5	N
moisture (moist)	6	N
droplet (drop)	SC	N
16d.2. **Evaporation**		
evaporation (vapor)	4*	N
condensation (condense)	SC	N
16d.3. **Mist**		
b cloud	3	N
b mist	4	N
b haze	5	N
b smog	5*	N

16e Slime

Minicluster	Grade Level	Part of Speech
16e.1. **Sediment**		
b slime	SC	N
b silt	SC	N
b sediment	SC	N
16e.2. **Foam**		
b scum	3*	N
b foam	5	N
b froth	6*	N

16f Bodies of Water

Minicluster	Grade Level	Part of Speech
16f.1. **River**		
b river	2	N
b stream	2	N
b brook	2	N
b pond	2	N
b marsh	3	N
b waterfall	3*	N
b creek	4	N
b puddle	4	N
b swamp	4	N
b bog	5	N
b geyser	5*	N
b tributary	6*	N
gusher	SS	N
16f.2. **Lagoon**		
b reef	4	N
b moor	5	N
b lagoon	6	N
b shoal	6	N
b delta	6	N
b fjord	6*	N
b watershed	SC	N
b headwaters	SC	N
16f.3. **Ocean**		
b sea	2	N
b ocean	3	N
b cove	4	N
b bay	5	N
b inlet	5	N
b gulf	6	N
16f.4. **Tide**		
b current	3	N
b tide	4	N
b surf	5	N, V
b tidewater	SS	N
16f.4.1 ___________		
tidal (tide)	SC	A

16g Places Near Water

Minicluster	Grade Level	Part of Speech
16g.1. **Island**		
b island	5	N
b peninsula	5*	N
b isle	6	N
16g.2. **Shore**		
b beach	3	N, V
b shore	3	N
b coast	4	N
b seacoast	4*	N
b seashore	4*	N
b riverside	4*	N
b mainland	4*	N
b strand	5	N
b lakeside	5*	N

16h Directions Related to Water

Minicluster	Grade Level	Part of Speech
16h.1. **Inland**		
b underwater	4	A, AV
ashore (shore)	4	AV
b inland	4	A, AV
b upstream	4*	AV
b overboard	5*	AV
b downstream	6	AV
b midstream	6	AV
afloat (float)	6*	AV
b offshore	6*	A, AV
b undersea	6*	AV
b upriver	SS	AV

16i Manmade Places Near Water

Minicluster	Grade Level	Part of Speech
16i.1. **Harbor**		
b harbor	3	N
b shipyard	4	N
b seaport	4*	N

16i.2. **Lighthouse**		
b lighthouse	4	N
16i.3. **Dock**		
b dock	3	N, V
b wharf	5	N
b pier	6	N
16i.4. **Pool**		
b pool	2	N
b reservoir	4*	N
b dike	4*	N
b dam	5	N, V
b canal	5	N
b channel	5	N, V
aquarium (aqua)	5	N
b breakwater	6	N
b moat	SS	N

Supercluster 17

Clothing

17a Clothing (General)

Minicluster	Grade Level	Part of Speech
17a.1. **Suit**		
b suit	2	N
b uniform	4	N
b costume	4	N
b clothing	5	N
b outfit	5	N, V
b clothes	5*	N
b garment	6	N
b apparel	6*	N
17a.2. **Style**		
b style	4	N, V
b fashion	4	N, V

17b Parts of Clothing

Minicluster	Grade Level	Part of Speech
17b.1. **Button**		
b button	2	N, V
zipper (zip)	3	N
17b.2. **Seam**		
b seam	5*	N
lining (line)	5*	N
b hem	6*	N, V
17b.3. **Pocket**		
b pocket	1	N
b sleeve	4	N
b collar	4	N
b ruffle	5	N, V
b cuff	6	N

17c Shirts/Pants/Skirts

Minicluster	Grade Level	Part of Speech
17c.1. **Shirt**		
b shirt	2	N
b sweater	5	N
b blouse	6	N
b tunic	6	N
17c.2. **Pants**		
b shorts	2	N
b trousers	3	N
b tights	3	N
b jeans	5	N
b pants	5	N
17c.3. **Dress**		
b dress	1	N, V
b skirt	3	N
b apron	3	N
b robe	3	N
b petticoat	6	N
b kimono	6	N
b gown	6	N

17d Things Worn on the Head

Minicluster	Grade Level	Part of Speech
17d.1. **Hat**		
b hat	1	N
b cap	3	N
b bonnet	3	N
b crown	3	N
b headdress	3*	N
b helmet	4	N
b hood	4	N
b fez	SS	N

17d.2. **Glasses**		
b glasses	2	N
b eyeglasses	2*	N
b spectacles	5	N
b goggles	5	N
b visor	6*	N

17e Things Worn on the Hands/Feet

Minicluster	Grade Level	Part of Speech
17e.1. **Shoe**		
b shoe	1	N, V
b boot	2	N, V
b skate	2	N, V
b moccasin	4	N
b sock	5	N
b ski	5	N
b sandal	5	N
slipper (slip)	6	N
b stocking	6	N
17e.1.1 ____________		
b spur	5	N, V
17e.2. **Gloves**		
b gloves	2	N
mittens (mitt)	4	N
b mitt	5	N

17f Coats

Minicluster	Grade Level	Part of Speech
17f.1. **Coat**		
b coat	1	N, V
b jacket	3	N
b overcoat	4	N
b raincoat	4*	N
17f.2. **Shawl**		
b cape	3	N
b shawl	4	N
b cloak	5	N
b mantle	5*	N
b shroud	6	N

17g Accessories to Clothing

Minicluster	Grade Level	Part of Speech
17g.1. **Scarf**		
b tie	2	N, V
b belt	3	N
b ribbon	3	N
b handkerchief	3	N
b sash	4	N
b scarf	4*	N
muffler (muff)	4*	N
b necktie	4*	N
b kerchief	5	N
b tassel	6	N
17g.2. **Umbrella**		
b umbrella	4	N
b cane	4	N
b parasol	4*	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

17g.3. **Buckle**		
b pin	3	N, V
b buckle	3	N, V
b badge	6	N
17g.4. **Comb**		
b comb	3	N, V
b brush	3	N, V
b razor	6	N
17g.5. **Necklace**		
b ring	2	N
b bead	3	N
b necklace	4*	N
b locket	5	N
b jewelry	5	N
b bracelet	5	N
17g.6. **Cologne**		
b cologne	6*	N
b perfume	6	N
17g.7. **Cosmetics**		
b cosmetics	6*	N

17h Armor

Minicluster	Grade Level	Part of Speech
17h.1. **Shield**		
armor (arms)	5	N
b shield	6	N, V
b sheath	6	N, V

17i Actions Related to Clothing

Minicluster	Grade Level	Part of Speech
17i.1. **Wear**		
b wear	2	N
b fit	2	N, V
b fold	3	N, V
b design	4	N, V
b don	4	V
unfold (fold)	4*	V
b zip	6	V
17i.1.1 __________		
b pose	6*	N, V
17i.2. **Mend**		
b sew	3	V
b patch	3	N, V
b mend	4	V
b stitch	5	N, V
b darn	6	V
b alter	6	V
17i.3. **Knit**		
b weave	4	N, V
b knit	4	N, V
b braid	4	N, V
b embroider	5	V
17i.3. __________		
embroidery (embroider)	6*	N
17i.4. **Wrinkle**		
b tear	2	N, V
b rip	4	N, V
b tatter	5	V
b wrinkle	5	N, V

17j Characteristics of Clothes and Wearing of Clothes

Minicluster	Grade Level	Part of Speech
17j.1. **Threadlike**		
b threadlike	5*	A
b sheer	6	A
17j.2. **Fashionable**		
informal (formal)	5*	A
fashionable (fashion)	SS	A
17j.3. **Naked**		
b clad	5*	A
b barefoot	5	A
b naked	6*	A
b nude	6*	A

17k Fabrics

Minicluster	Grade Level	Part of Speech
17k.1. **Cloth**		
b cloth	2	N
b material	4	N
b fabric	6	N

17k.2. **Thread**		
b thread	3	N
b yarn	5	N
b fiber	6	N
17k.3. **Silk**		
b silk	2	N
b felt	2	N
b leather	3	N
b terry	3	N
b buckskin	3	N
b wool	4	N
b velvet	4	N
b cotton	5	N
b linen	5	N
b plaid	5	N
b satin	5	N
b nylon	6	N
b calico	6	N
b flannel	6	N
b khaki	6	N
b rayon	6*	N
17k.3.1 ___________		
woolen (wool)	6	A

17L Smell/Scent

Minicluster	Grade Level	Part of Speech
17L.1. **Scent**		
b smell	2	N, V
b scent	4	N
b fragrance (fragrant)	5*	N
b odor	6	N
17L.2. **Vapor**		
b vapor	6	N
b fume	6	N

Supercluster 18

Places—Where People Live/ Dwell

18a Where People Live

Minicluster	Grade Level	Part of Speech
18a.1. **Neighborhood**		
neighborhood (neighbor)	3	N
b birthplace	5*	N
b homeland	SS	N
18a.2. **Paradise**		
b heaven	4	N
b paradise	6	N
b wonderland	6*	N
18a.3. **Town**		
b town	1	N
b city	2	N
b village	3	N
b capital	3*	N
b colony	4	N
settlement (settle)	4	N
b resort	5*	N
Capitol	5	N
18a.4. **Camp**		
b camp	2	N, V
18a.5. **Slum**		
b slum	6	N
b suburb	6	N
18a.6. **State**		
b state	3	N
kingdom (king)	3	N
b empire	6	N
dominion (domain)	SS	N

18b Continents/Countries

Minicluster	Grade Level	Part of Speech
18b.1. **Country**		
b country	4	N
b nation	4	N
18b.2. **Continent**		
b continent	5	N

18b.2. **Continent**		
b continent	5	N
18b.2.1. ____________		
continental (continent)	4*	N
18b.3. **Africa**		
b Antarctica	SS	N
b South America	SS	N
b North America	SS	N
b Africa	SS	N
b Asia	SS	N
b Australia	SS	N
b Greenland	SS	N
18b.4. **United States**		
b United States	SS	N
b America	SS	N
b China	SS	N
b Japan	SS	N
b France	SS	N
b Spain	SS	N
b Italy	SS	N
b Germany	SS	N
b Brazil	SS	N
b Israel	SS	N
b Iran	SS	N
b Holland	SS	N
b Mexico	SS	N
b Canada	SS	N

18c States

Minicluster	Grade Level	Part of Speech
18c.1. **Alabama**		
b Alabama	SS	N
b Alaska	SS	N
b Arizona	SS	N
b Arkansas	SS	N
b California	SS	N
b Colorado	SS	N
b Connecticut	SS	N
b Delaware	SS	N
b Florida	SS	N
b Georgia	SS	N
b Hawaii	SS	N
b Idaho	SS	N
b Illinois	SS	N
b Indiana	SS	N
b Iowa	SS	N
b Kansas	SS	N
b Kentucky	SS	N
b Louisiana	SS	N
b Maine	SS	N
b Maryland	SS	N
b Massachusetts	SS	N
b Michigan	SS	N
b Minnesota	SS	N
b Mississippi	SS	N
b Missouri	SS	N
b Montana	SS	N
b Nebraska	SS	N
b Nevada	SS	N
b New Hampshire	SS	N
b New Jersey	SS	N
b New Mexico	SS	N
b New York	SS	N
b North Carolina	SS	N
b North Dakota	SS	N
b Ohio	SS	N
b Oklahoma	SS	N
b Oregon	SS	N
b Pennsylvania	SS	N
b Rhode Island	SS	N
b South Carolina	SS	N
b South Dakota	SS	N
b Tennessee	SS	N
b Texas	SS	N
b Utah	SS	N
b Vermont	SS	N
b Virginia	SS	N
b Washington	SS	N
b West Virginia	SS	N
b Wisconsin	SS	N
b Wyoming	SS	N

18d Cities

Minicluster	Grade Level	Part of Speech
18d.1. **Seattle**		
b Cheyenne	SS	N
b Chicago	SS	N
b Cincinnati	SS	N
b Cleveland	SS	N
b Columbus	SS	N

b Dallas	SS	N
b Denver	SS	N
b Des Moines	SS	N
b Detroit	SS	N
b Duluth	SS	N
b Harrisburg	SS	N
b Hartford	SS	N
b Helena	SS	N
b Houston	SS	N
b Indianapolis	SS	N
b Jackson	SS	N
b Jacksonville	SS	N
b Kansas City	SS	N
b Lansing	SS	N
b Los Angeles	SS	N
b Louisville	SS	N
b Memphis	SS	N
b Miami	SS	N
b Milwaukee	SS	N
b Montgomery	SS	N
b Nashville	SS	N
b New Orleans	SS	N
b New York City	SS	N
b Oklahoma City	SS	N
b Omaha	SS	N
b Peoria	SS	N
b Philadelphia	SS	N
b Phoenix	SS	N
b Pittsburgh	SS	N
b Portland	SS	N
b Providence	SS	N
b Reno	SS	N
b Richmond	SS	N
b St. Louis	SS	N
b Salt Lake City	SS	N
b San Antonio	SS	N
b San Francisco	SS	N
b Sante Fe	SS	N
b Seattle	SS	N
b Spokane	SS	N
b Springfield	SS	N
b Tampa	SS	N
b Toledo	SS	N
b Topeka	SS	N
b Trenton	SS	N
b Washington, DC	SS	N
b Wichita	SS	N

Supercluster 19

Noises/Sounds

19a Noises (General)

Minicluster	Grade Level	Part of Speech
19a.1. **Sound**		
b sound	2	N, V
b noise	2	N
silence (silent)	3	N
19a.2. **Hush**		
b hush	4	N, V
b lull	6*	N, V
19a.3. **Clatter**		
b clatter	4	N, V
b commotion	5	N
b peal	6	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

19a.4. **Hear**		
b hear	1	V
b listen	2	V
b hark	6	V
19a.5. **Noisy**		
b quiet	2	A, AV (+ly)
b loud	2	A, AV (+ly)
b silent	3	A, AV (+ly)
b shrill	4	A, AV (+ly)
noisy (noise)	4	A, AV (+ly)
b hoarse	4	A, AV (+ly)
breathless (breath)	4	A, AV (+ly)
b harsh	4	A, AV (+ly)
deafening (deaf)	5	A, AV (+ly)
voiceless (voice)	EN	A
19a.6. **Pitch**		
b pitch	3	N
b tone	6	N
intensity (intense)	SC	N

19b Devices that Produce Sound

Minicluster	Grade Level	Part of Speech
19b.1. **Phone**		
telephone (phone)	2	N, V
b phone	4	N, V
receiver (receive)	4*	N
b loudspeaker	5	N
b earphone	6*	N
19b.2. **Horn**		
b horn	2	N
b bell	2	N
b alarm	3	N, V
b doorbell	3	N
b gong	4	N, V
b siren	4	N
b chime	5	N, V

19c Noises Made by People

Minicluster	Grade Level	Part of Speech
19c.1. **Roar**		
b roar	2	N, V
b cheer	3	N, V
laughter (laugh)	3	N
b uproar	4	N
applause (applaud)	6	N
b applaud	6	V
19c.2. **Snore**		
b gasp	3	N, V
b gulp	4	N, V
b yawn	4	N, V
b wheeze	5	N, V
b snore	6	N, V
b cough	6	N, V
b belch	6	N, V
b hiccup	6	N, V
b burp	6*	N, V
19c.3. **Yell**		
b yell	2	N, V
b shout	2	N, V
b whoop	2	N, V
b whistle	2	N, V
b squeal	3	N, V
b bellow	4	V
b blurt	4	V
b chant	4	N, V
b shriek	5	N, V
b screech	5	N, V
b holler	6	N, V
b blare	6	V
19c.4. **Giggle**		
b laugh	1	N, V
b chuckle	3	N, V
b giggle	4	N, V
b snicker	6	N, V
19c.5. **Cry**		
b cry	1	N, V
b sob	3	N, V
b groan	3	N, V
b sigh	3	N, V
b moan	4	N, V
b wail	4	N, V
b grumble	4	N, V
b whimper	4	N, V
b whine	4	N, V
b bawl	6	V

19c.6. **Mumble**		
b whisper	2	N, V
b mutter	3	N, V
b hum	3	N, V
b stammer	4	N, V
b mumble	4	N, V
b murmur	4	N, V
chatter (chat)	4	N, V
b stutter	5	N, V

19d Animal Noises

Minicluster	Grade Level	Part of Speech
19d.1. **Gobble**		
b quack	2	N, V
b peep	2	N, V
b growl	3	N, V
b howl	3	N, V
b buzz	3	N, V
b bark	3	N, V
b gobble	3	N, V
b squawk	3	N, V
b honk	3	N, V
b croak	3*	N, V
b cheep	3*	N, V
b chirp	4	N, V
b hoot	4	N, V
b bleat	4	N, V
whinny (whine)	4	N, V
b grunt	4	N, V
b snarl	4	N, V
b snort	4	N, V
b hiss	4	N, V
b yelp	4	N, V
b neigh	5	N, V
b meow	5	N, V
b caw	5	N, V
b purr	5	N, V
b moo	5	N, V
b cluck	5	N, V
b bray	5*	N, V
b cackle	5*	N, V
b yap	6	N, V
b yowl	6*	N, V

19e Noises Made by Objects

Minicluster	Grade Level	Part of Speech
19e.1. **Tick**		
b ring	2	N, V
b swish	2	N, V
b clop	3	N, V
b thud	3	N, V
b thump	3	N, V
b squeak	3	N, V
b tick	3	N, V
b whir	3*	N, V
b rattle	4	N, V
b rustle	4	N, V
b slam	4	N, V
b click	4	N, V
b clank	4	N, V
b creak	4	N, V
b jingle	4	N, V
b gurgle	4	N, V
b crunch	4	N, V
b ping	4*	N, V
19e.2. **Clang**		
crackle (crack)	5	N, V
b clang	5	N, V
b chug	5	N, V
b fizz	5*	N, V
b zoom	6	V
b plop	6	V
b clink	6	N, V
b plunk	6	N, V
b tinkle	6	N, V

Supercluster 20

Land/Terrain

20a Areas of Land

Minicluster	Grade Level	Part of Speech
20a.1. **Acre**		
b lot	2	N
b acre	4	N
b plot	4	N
b tract	5*	N
acreage (acre)	6	N

20a.2. **Location**		
b place	2	N
b surface	3	N
b area	4	N
b premises	6	N
expanse (expand)	6	N
b site	6	N
location (locate)	6	N
clearing (clear)	SS	N
20a.3. **Territory**		
b territory	4	N
b property	4	N
b frontier	4	N
b zone	4*	N, V
b region	5	N
b horizon	5	N
b district	6	N
b terrain	6*	N

20b Characteristics of Places

Minicluster	Grade Level	Part of Speech
20b.1. **Geographic**		
geographic (geography)	5*	A
geographical (geography)	5*	A, AV (+ly)
20b.2. **Tropical**		
tropical (tropics)	4	A, AV (+ly)
polar (pole)	5	A
20b.3. **Coastal**		
coastal (coast)	4*	A
mountainous (mountain)	5	A
20b.3.1 ____________		
volcanic (volcano)	5*	A
20b.4. **Rural**		
developed (develop)	4	A
b rural	5*	A
metropolitan (metropolis)	6*	A
underdeveloped (underdevelop)	SC	A
20b.5. **Barren**		
b bleak	5	A
b barren	6	A
b desolate	6*	A
treeless (tree)	6*	A

20c Valleys/Craters

Minicluster	Grade Level	Part of Speech
20c.1. **Valley**		
b cave	3	N
b valley	3	N
b canyon	4	N
cavern (cave)	4*	N
b ravine	6	N
b gully	6	N
b gulch	6*	N
20c.2. **Hole**		
b hole	2	N
b shaft	4	N
b ditch	5	N
b pit	6	N
b trench	6	N
cavity (cave)	6*	N
20c.3. **Groove**		
b crack	3	N, V
b notch	4	N, V
b crease	5	N, V
b gap	5	N
b cleft	6	N
b rift	6	N
b rut	6	N
b groove	6	N
b fissure	6*	N
20c.4. **Crater**		
b crater	6	N
b chasm	6	N
b crevice	6*	N
crevasse (crevice)	6*	N

20d Mountains/Hills

Minicluster	Grade Level	Part of Speech
20d.1. **Mountain**		
b hill	1	N
b mountain	2	N
b cliff	3	N
b dune	4	N
b hump	4	N
b peak	4	N
b range	4	N
b foothill	5*	N
20d.1.1 ________		
b lowland	4*	N
b highland	4*	N
20d.2. **Ridge**		
b hillside	4	N
b slope	4	N
b ridge	4	N
b mountaintop	4*	N
b crest	5	N
b mountainside	5	N
b bluff	5	N
b crag	5	N
b hilltop	6	N
b jag	6	N
embankment (bank)	6	N
b precipice	6	N

20e Forests/Woodlands

Minicluster	Grade Level	Part of Speech
20e.1. **Forest**		
b forest	2	N
b jungle	3	N
b grassland	3*	N
b meadow	4	N
b mesa	4	N
b grove	4	N
thicket (thick)	4	N
wilderness (wild)	4	N
b glen	5	N
b dale	5	N
b woodland	5*	N
b tropics	5*	N

20f Fields/Pastures

Minicluster	Grade Level	Part of Speech
20f.1. **Field**		
b orchard	2	N
b field	2	N
b cornfield	2	N
b pasture	3	N
b vineyard	5*	N
b farmland	5*	N
b paddy	5*	N
b battleground	5*	N
b battlefield	5*	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

20g Yards/Parks

Minicluster	Grade Level	Part of Speech
20g.1. **Yard**		
b yard	2	N
b garden	2	N
b park	2	N
b backyard	3	N
b barnyard	3	N
b patio	4*	N
b courtyard	4*	N
b schoolyard	4*	N
b plaza	5	N
b terrace	6	N
b playground	6	N

20h Bodies in Space

Minicluster	Grade Level	Part of Speech
20h.1. **Earth**		
b world	2	N
b earth	2	N
b globe	2	N
20h.1.1 ____________		
global	SS	A
20h.2. **Sky**		
b sky	3	N
b space	3	N
b universe	5	N
b galaxy	SC	N
20h.3. **Sun/Moon**		
b sun	1	N, V
b moon	3	N
b planet	3	N
b Mercury	SC	N
b Earth	SC	N
b Mars	SC	N
b Venus	SC	N
b Saturn	SC	N
b Jupiter	SC	N
b Uranus	SC	N
b Pluto	SC	N
b Neptune	SC	N
20h.3.1 ____________		
b solar	6	A
b lunar	SC	A
20h.4. **Star**		
b star	2	N
b constellation	4*	N
b nova	5*	N
20h.5. **Meteor**		
b meteor	4*	N
b comet	4*	N
b satellite	4*	N
20h.6. **Eclipse**		
b eclipse	5*	N, V

Supercluster 21

Dwellings/Shelters

21a Man Made Structures

Minicluster	Grade Level	Part of Speech
21a.1. **Building**		
b tower	2	N, V
b skyscraper	3	N
building (build)	4	N
b structure	4	N, V
b shelter	4	N, V
construction (construct)	6	N
21a.2. **Establishment**		
establishment (establish)	SS	N
installation	SS	N
(install)	SS	N

21b Places to Live

Minicluster	Grade Level	Part of Speech
21b.1. **House**		
b house	K	N, V
b home	K	N
b apartment	2	N
b cottage	3	N
b cabin	3	N
b farmhouse	3*	N
b homestead	5	N
b hogan	5	N
b pueblo	5*	N
b haven	5*	N
dwelling (dwell)	6	N
habitat (habit)	6*	N
21b.2. **Mansion**		
b mansion	5*	N
b estate	6	N
b manor	SS	N
21b.3. **Tent**		
b tent	2	N
b tepee	3*	N
b igloo	6	N
b wigwam	6	N
21b.4. **Motel**		
b inn	3	N
b motel	3*	N
b lodge	4	N, V
b bunkhouse	5	N

21c Places of Protection/Incarceration

Minicluster	Grade Level	Part of Speech
21c.1. **Fort**		
b fort	4	N
b retreat	4	N, V
b refuge	5	N
b stronghold	SS	N
fortification (fort)	SS	N
fortress (fort)	SS	N
b outpost	SS	N
21c.2. **Jail**		
b cage	1	N, V
b cell	3	N
b jail	3	N, V
b prison	4	N, V
stockade (stock)	4	N
b dungeon	6	N
reformatory (reform)	6	N

21d Places Where Goods Are Bought and Sold

Minicluster	Grade Level	Part of Speech
21d.1. **Drugstore**		
b drugstore	4	N
b barbershop	5	N
b bookstore	5*	N
21d.2. **Market**		
b store	1	N, V
b market	3	N
grocery (grocer)	3	N
b supermarket	5	N
bakery (bake)	5	N
21d.3. **Cafe**		
b restaurant	5	N
b cafe	5*	N
cafeteria (cafe)	5*	N
b tavern	6	N

21e Mills/Factories

Minicluster	Grade Level	Part of Speech
21e.1. **Shop**		
b shop	2	N, V
b office	3	N
b headquarters	4	N
b booth	4	N
b workshop	5*	N
studio (study)	6	N
21e.2. **Factory**		
b mill	3	N, V
b factory	4	N
b sawmill	4	N
tannery (tan)	SS	N
refinery (refine)	SS	N

Minicluster	Grade Level	Part of Speech
21e.3. **Windmill**		
b windmill	4*	N

21f Places for Learning/ Experimentation

Minicluster	Grade Level	Part of Speech
21f.1. **School**		
b school	1	N, V
b classroom	2*	N
b schoolhouse	3*	N
b schoolroom	4	N
b kindergarten	4*	N
academy (academic)	6	N
b college	6	N
b university	6	N
21f.2. **Library**		
b library	2	N
b museum	3	N
b gallery	6	N
b archive	6*	N
21f.3. **Lab**		
b laboratory	4	N
planetarium (planet)	4*	N
lab (laboratory)	5*	N
observatory (observe)	5*	N
reactor (act)	SC	N

21g Places for Sports

Minicluster	Grade Level	Part of Speech
21g.1. **Stadium**		
b stadium	4*	N
b arena	6	N
b auditorium	6*	N
21g.2. **Gym**		
b court	4	N
b gym	4	N
b rink	5	N

21h Medical Facilities

Minicluster	Grade Level	Part of Speech
21h.1. **Hospital**		
b hospital	3	N
b ward	4	N
b clinic	6*	N
infirmary (infirm)	6*	N
21h.2. **Cemetery**		
b cemetery	6	N
b morgue	6	N
b mortuary	6	N

21i Places for Worship

Minicluster	Grade Level	Part of Speech
21i.1. **Church**		
b church	3	N
b mission	5	N
b chapel	5*	N
b monastery	5*	N
b temple	6	N
b cathedral	6	N
b shrine	6*	N
b pantheon	SS	N
b convent	SS	N
b seminary	SS	N

21j Places Related to Transportation

Minicluster	Grade Level	Part of Speech
21j.1. **Airport**		
b station	2	N
b airport	4	N
b terminal	4*	N
b depot	6*	N

21k Places Used for Storage

Minicluster	Grade Level	Part of Speech
21k.1. **Shed**		
b barn	1	N
b shed	2	N, V
b hut	3	N
b storehouse	4*	N
b boathouse	4*	N
b warehouse	5	N
b shack	5	N
b storeroom	5*	N
21k.1.1 ____________		
b greenhouse	6*	N
b hothouse	SS	N

21L Farms/Ranches

Minicluster	Grade Level	Part of Speech
21L.1. **Farm**		
b farm	1	N, V
b ranch	2	N, V
b dairy	2*	N
plantation (plant)	5	N
21L.1.1 ____________		
fishery (fish)	SS	N

21m Monuments

Minicluster	Grade Level	Part of Speech
21m.1. **Landmark**		
b monument	5	N
b landmark	5*	N
b totem	5*	N
memorial (memory)	6	N

Supercluster 22
Materials

22a Containers

Minicluster	Grade Level	Part of Speech
22a.1. **Container**		
packet (pack)	4	N
b carton	4	N
folder (fold)	4*	N
holder (hold)	4*	N
container (contain)	4*	N
22a.2. **Capsule**		
b capsule	5	N
b compartment	5	N
b cartridge	6	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

22a.3. **Box**		
b box	1	N, V
b case	3	N, V
b crate	4*	N, V
b tinderbox	6	N
22a.4. **Test tube**		
b test tube	SC	N
dropper (drop)	SC	N
22a.5. **Package**		
package (pack)	3	N, V
b freight	4	N
b cargo	5	N
b parcel	6	N
22a.5.1 __________		
shipment (ship)	SS	N
b shipload	SS	N
22a.6. **Barrel**		
b barrel	4	N
b cask	5	N
b keg	5	N
b bin	6	N
b hopper	SS	N
22a.7. **Bag**		
b bag	1	N, V
b basket	2	N
b sack	3	N
b breadbasket	SS	N
22a.8. **Bottle**		
b bottle	2	N, V
b jar	2	N, V
b pail	2	N
b pitcher	3	N
b jug	4	N
b bucket	4	N
22a.9. **Tub**		
b tank	4	N
b bathtub	5	N
b tub	5	N
b vat	5*	N
b trough	5*	N
b basin	5*	N
b bath	6	N
22a.10. **Luggage**		
b luggage	4*	N
b suitcase	4*	N
baggage (bag)	5	N
b knapsack	6*	N

22b Materials/Objects Used to Cover Things

Minicluster	Grade Level	Part of Speech
22b.1. **Lid**		
b cover	2	N, V
b lid	4	N
b cork	4	N, V
b plug	5	N, V
wrapper (wrap)	5*	N
stopper (stop)	SC	N
22b.2. **Canvas**		
b canvas	5	N
b tarpaulin	6	N
22b.3. **Cardboard**		
b cardboard	4	N
b cellophane	5	N
b foil	SC	N

22c Wooden Building Material

Minicluster	Grade Level	Part of Speech
22c.1. **Lumber**		
b wood	2	N
b lumber	4	N
b timber	4	N
b plywood	5*	N
b teakwood	SS	N
22c.2. **Board**		
b stick	2	N
b board	3	N
b log	3	N
b plank	5	N
b panel	6	N, V
b slat	6	N
b shingle	6	N, V

22d Nonwooden Building Material

Minicluster	Grade Level	Part of Speech
22d.1. **Tin**		
b brick	3	N, V
b tin	3	N
b cement	4	N, V
b concrete	4	N
b tile	5*	N, V
b adobe	5*	N
b asbestos	5*	N
pavement (pave)	6	N
b porcelain	6	N
b ceramic	SC	N
22d.1.1 ____________		
b cornerstone	6*	N
22d.1.2 ____________		
b pave	4*	V
22d.2. **Pipe**		
b pipe	3	N
b wire	3	N, V
b tube	3	N
b pipeline	3	N
22d.3. **Pole**		
b bar	2	N
b pole	3	N
b rod	4	N
b post	4	N
b flagpole	5	N
b staff	5	N
b brace	5	N, V
b bracket	6*	N, V
22d.4. **Hoop**		
b hoop	4	N
b stilt	5*	N

22e General Names for Objects

Minicluster	Grade Level	Part of Speech
22e.1. **Object**		
b thing	1	N
b material	4	N
b object	4	N
b substance	6	N

22f Building Actions

Minicluster	Grade Level	Part of Speech
22f.1. **Construction**		
construction (construct)	6	N
22f.2. **Accomplishment**		
b accomplishment (accomplish)	6	N
22f.2.1 ____________		
b accomplish	6	V
22f.3. **Make**		
b make	K	V
b build	1	V
b manufacture	5	V
b establish	5	V
b produce	5	V
b construct	5	V
b forge	5	V
b generate	5*	V
22f.4. **Shape**		
b shape	2	N, V
b form	3	N, V
b pare	3	V
b develop	4	V
b mold	4	N, V
b install	5	V
22f.4.1 ____________		
development (develop)	5*	N

22f.5. **Repair**		
b fix	2	V
b repair	3	N, V
replace (place)	4	V
b adjust	4	V
rebuild (build)	5*	V
rearrange (arrange)	5*	V
strengthen (strong)	5*	V
b preserve	5	V
b restore	6	V
b adapt	6	V
b maintain	6	V
b modify	6*	V
modernize (modern)	SS	V
22f.5.1 ____________		
maintenance (maintain)	6*	N

22g Wrapping/Packing Actions

Minicluster	Grade Level	Part of Speech
22g.1. **Wrap**		
b glue	2	N, V
b tape	2	N, V
b wrap	3	N, V
b pack	3	V
b bind	4*	V
22g.2. **Unwrap**		
untie (tie)	3	V
unlock (lock)	3	V
uncover (cover)	3*	V
unload (load)	4	V
unroll (roll)	4*	V
unpack (pack)	5*	V
unravel (ravel)	6	V

Supercluster 23

The Human Body

23a The Body (General)

Minicluster	Grade Level	Part of Speech
23a.1. **Body**		
b trunk	2	N
b body	3	N
b carcass	6	N
b torso	SC	N
23a.1.1 ____________		
b physical	5	A, AV (+ly)
23a.2. **Chest**		
b chest	3	N
b shoulders	3	N
b hips	3	N
b lap	4	N
b limb(s)	5	N
b belly	5*	N

23b Body Coverings

Minicluster	Grade Level	Part of Speech
23b.1. **Skin**		
b skin	3	N, V
b flesh	5	N
b scalp	5	N, V
b tissue	5*	N
b blubber	6	N
b membrane	SC	N
23b.2. **Complexion**		
b complexion	6	N
23b.3. **Beard**		
b hair	1	N
b beard	3	N
b mustache	4	N
b pigtail	4*	N
b tuft	6	N
b wig	6	N
b toupee	6*	N
b hairline	6*	N
23b.3.1 ____________		
bearded (beard)	3	A

23b.4. **Scar**		
b bump	2	N, V
b lump	3	N, V
b scar	4	N, V
b freckle	4	N
b bruise	4	N, V
b wart	6	N
b tumor	6	N
b birthmark	6	N

23c The Head

Minicluster	Grade Level	Part of Speech
23c.1. **Brain**		
b head	1	N
b mind	2	N, V
b brain	4	N
b skull	5*	N
23c.2. **Face**		
b face	2	N, V
b cheek	3	N
b chin	3	N
forehead (head)	4	N
23c.3. **Cerebellum**		
b auricle	SC	N
b cerebellum	SC	N
b cerebrum	SC	N
b medula	SC	N

23d Mouth/Throat

Minicluster	Grade Level	Part of Speech
23d.1. **Mouth**		
b mouth	2	N
teeth (tooth)	2*	N
b tooth	2*	N
b tongue	3	N
b lip	4	N
b gums	5	N
b fang	6	N
23d.1.1 ____________		
b oral	5	A, AV (+ly)
23d.2. **Throat**		
b voice	2	N, V
b throat	4	N
b windpipe	SC	N

23e Eyes/Ears/Nose

Minicluster	Grade Level	Part of Speech
23e.1. **Ear**		
b ear	2	N
b eardrum	3*	N
b earlobe	5	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

23e.2. **Eye**		
b eye	2	N, V
b eyebrow	4	N
b eyelid	6	N
b brow	6	N
b eyelash	6	N
b retina	SC	N
23e.3. **Nose**		
b nose	2	N
nostril (nose)	5	N

23f Limbs

Minicluster	Grade Level	Part of Speech
23f.1. **Arm**		
b arm	2	N
b wrist	5	N
b elbow	5	N
b bicep	SC	N
23f.2. **Hand**		
b hand	1	N, V
b thumb	2	N, V
b finger	2	N, V
b nail(s)	3	N
b fist	4	N
b palm	4	N, V
b knuckle	6*	N
b fingernail	SC	N

23g Legs/Feet

Minicluster	Grade Level	Part of Speech
23g.1. **Foot**		
b foot	2	N
b toe	3	N
b heel	3	N
b ankle	4	N
b arch	4	N, V
23g.2. **Leg**		
b leg	1	N
b knee	3	N, V
calves (calf)	5	N
b thigh	5*	N
b haunch	6	N

23h Internal Organs

Minicluster	Grade Level	Part of Speech
23h.1. **Stomach**		
b stomach	3	N
b heart	3*	N
b liver	4*	N
b lung	5	N
b diaphragm	SC	N
b ovary	SC	N
b kidney	SC	N
b intestine	SC	N

23i Internal Bodily Fluids

Minicluster	Grade Level	Part of Speech
23i.1. **Blood**		
b tear	3	N
b blood	4	N
b sweat	5	N, V
perspiration (perspire)	6	N
b saliva	SC	N
b mucus	SC	N
b hemoglobin	SC	N
23i.2. **Vein**		
b vein	4	N
b vessel	5	N
b artery	5*	N
b ventricle	SC	N
b capillary	SC	N
23i.3. **Bleed**		
bleed (blood)	5	V
b digest	5*	V
circulate (circle)	SC	V

23j Bones/Muscles/Nerves

Minicluster	Grade Level	Part of Speech
23j.1. **Bone**		
b bone	3	N
b spine	4	N
b rib	5	N
b backbone	5*	N
b vertebrae	SC	N
23j.1.1 ________		
spinal (spine)	SC	A, AV (+ly)
23j.2. **Muscle**		
b muscle	4	N, V
b sinew	5*	N
b ligament	SC	N
b cartilage	SC	N
b tendon	SC	N
23j.3. **Nerve**		
b gland	5*	N
b nerve	6	N
b marrow	6*	N
b neuron	SC	N

23k Bodily Systems

Minicluster	Grade Level	Part of Speech
23k.1. **Respiratory**		
reproductive (produce)	5*	A
salivary (saliva)	SC	A
respiratory	SC	A
(respire)	SC	A
sensory (sense)	SC	A
skeletal (skeleton)	SC	A
digestive (digest)	SC	A
circulatory (circle)	SC	A
23k.1.1 ________		
digestion (digest)	SC	N
circulation (circle)	SC	N

Supercluster 24
Vegetation

24a Vegetation (General)

Minicluster	Grade Level	Part of Speech
24a.1. **Tree**		
b tree	K	N, V
b bush	3	N
b plant	6	N, V
b shrub	6	N
24a.2. **Vegetation**		
growth (grow)	4*	N
b vegetation	6	N
b undergrowth	6	N
b underbrush	6*	N
b humus	SC	N
b flora	SC	N
greenery (green)	SC	N

24b Types of Trees

Minicluster	Grade Level	Part of Speech
24b.1. **Oak**		
b oak	2	N
b pine	3	N
b birch	4	N
b cottonwood	4	N
b mulberry	4*	N
b locust	4*	N
b evergreen	4*	N
b fir	5	N
b aspen	5	N
b maple	5	N
b elm	5	N
b redwood	5*	N
b sequoia	5*	N
b mahogany	5*	N
b hickory	5*	N
b citrus	5*	N
b spruce	6	N
b hemlock	6	N
b beech	6	N
b poplar	6	N
b cedar	6	N
b teak	SS	N
b balsa	SS	N

24c Parts of Trees

Minicluster	Grade Level	Part of Speech
24c.1. **Bark**		
b bark	1	N
b branch	2	N, V
b twig	3	N
b leaf	4	N, V
b stump	4	N
b treetop	4*	N
b limb	5*	N
b bough	5	N
24c.2. **Sap**		
b rubber	3	N
b balsam	4*	N
b pith	5*	N
b sap	6	N
b chlorophyll	SC	N
b resin	SS	N

24d Flowers

Minicluster	Grade Level	Part of Speech
24d.1. **Blossom**		
b flower	2	N, V
b blossom	3	N, V
b bud	3	N
b pod	3*	N
b petal	5	N
24d.2. **Seed**		
b seed	2	N, V
b bulb	4	N
b sprout	5	N, V
b spore	SC	N
b stamen	SC	N
b pistil	SC	N
b pollen	SC	N
24d.3. **Rose**		
b rose	3	N
b tulip	3*	N
b flax	3*	N
b gardenia	4	N
b marigold	4*	N
b lavender	4*	N
b sunflower	4*	N
b daffodil	4*	N
b dandelion	4*	N
b aster	4*	N
b lily	5	N
b daisy	5	N
b lilac	5*	N
b geranium	5*	N
b anemone	5*	N
b poppy	6	N
b petunia	6*	N
b chrysanthemum	6*	N
b carnation	6*	N
24d.4. **Holly**		
b holly	4	N
b huckleberry	5	N
b brier	5	N
24d.5. **Hemp**		
b hemp	6*	N
b jute	SS	N
b sisal	SS	N

24e Other Vegetation

Minicluster	Grade Level	Part of Speech
24e.1. **Moss**		
b algae	3*	N
b moss	4	N
b seaweed	4*	N
b mushroom	5	N
b lichen	6	N
b kelp	SC	N
b fungus	SC	N
24e.2. **Vine**		
b stalk	4	N
b vine	4	N
b root	4	N
b beanstalk	4*	N
b cob	5*	N
b grapevine	6	N

24e.3. **Pollinate**		
pollinate (pollen)	SC	V
24e.3.1 ___________		
pollination (pollen)	SC	N
24e.4. **Grass**		
b grass	1	N
b hay	3	N
b straw	3	N
b bamboo	4	N
b reed	4	N
b clover	5	N
b alfalfa	5*	N
b thatch	6	N

Supercluster 25

Groups

25a General Names for Groups of Things

Minicluster	Grade Level	Part of Speech
25a.1. **Group**		
b group	3	N, V
b list	3	N, V
b file	4	N, V
collection (collect)	4	N
arrangement (arrange)	4*	N
b series	5	N
b system	5	N
b assortment	5*	N
classification (classify)	5*	N
b directory (direct)	5*	N
25a.1.1 ___________		
collector (collect)	4*	N
25a.1.2 ___________		
collective (collect)	6*	A, AV (+ly)
25a.2. **Mixture**		
mixture (mix)	4	N
b compound	4	N, V
combination (combine)	5	N
composite (compose)	MA	N
25a.3. **Grid**		
b web	4	N, V
b grid	6*	N
b network	6*	N, V

Key

Basic words

Basic words are preceded by *b*.

All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

25a.4. **Bundle**		
b pile	2	N, V
b bundle	3	N, V
b stack	4	N, V
b heap	4	N, V
b clump	4	N, V
b bunch	4	N, V
b bale	5	N, V
b cluster	5	N, V
b wad	6	N, V
b horde	6	N, V
25a.5. **Gather**		
b gather	3	V
b arrange	4	V
b collect	4	V
b organize	5	V
classify (class)	6	V
b assemble	6	V
summarize (sum)	EN	V

25b Groups of People/Animals

Minicluster	Grade Level	Part of Speech
25b.1. **Crowd**		
b crowd	3	N, V
b gang	4	N
b mass	4	N
b throng	6	N
b mob	6	N, V
25b.2. **Band**		
b band	3	N, V
b chorus	5	N
b trio	6	N
b quartet	6	N
25b.3. **Herd**		
b herd	3	N, V
b pod	3*	N
b flock	4	N, V
b brood	5	N
b gaggle	6*	N
25b.4. **Class**		
b class	2	N
b club	3	N
b sorority	6*	N
fraternity (fraternal)	6*	N
brotherhood (brother)	6*	N
25b.5. **Team**		
b team	3	N, V
b crew	4	N, V
b huddle	4	N, V

25c Political/Social Groups

Minicluster	Grade Level	Part of Speech
25c.1. **Republic**		
b republic	4*	N
b democracy	5	N
b commonwealth	SS	N
confederacy (confederate)	SS	N
federation (federate)	SS	N
protectorate (protect)	SS	N
25c.2. **Country**		
b country	2	N
b nation	4	N
25c.2.1 __________		
national (nation)	4	A, AV (+ly)
international (nation)	5	A, AV (+ly)
25c.3. **Government**		
government (govern)	4	N
legislature (legislate)	5	N
b parliament	5*	N
b congress	6	N
25c.4. **Political**		
political (politics)	6	A, AV (+ly)
federal (federate)	6	A, AV (+ly)
legislative (legislate)	SS	A, AV (+ly)
25c.5. **Society**		
b society	4	N
b culture	5	N
community (commune)	5	N
civilization (civil)	6	N
b caste	SS	N

25c.6. **Family**		
b family	2	N
b tribe	3	N
b cult	6*	N
25c.6.1 ________		
tribal (tribe)	5*	A

25d Military Groups

Minicluster	Grade Level	Part of Speech
25d.1. **Army**		
army (arms)	3	N
b police	3	N
b marines	5	N
b navy	5	N
b air force	6	N
25d.1.1 ________		
naval (navy)	6	A
25d.2. **Troop**		
b troop	4	N, V
b detail	5	N
b corps	5*	N
b patrol	5	N, V
b squadron	6	N
b regiment	6*	N
b platoon	6*	N
b legion	6*	N
b brigade	6*	N

25e Social/Business Groups

Minicluster	Grade Level	Part of Speech
25e.1. **Organization**		
b council	4	N
b committee	4	N
b institute	5	N
b league	5	N
organization (organize)	5	N
association	6	N
(associate)	6	N
foundation (found)	6	N
b commission	6	N
25e.2. **Conference**		
conference (confer)	6	N, V
b session	6	N
b convention	SS	N
25e.3. **Gathering**		
b gathering	4	N
b audience	4	N
attendance (attend)	4*	N
assembly (assemble)	6	N
congregation (congregate)	6	N
25e.4. **Membership**		
membership (member)	6*	N
partnership (partner)	6*	N

Supercluster 26

Value/Correctness

26a Right/Wrong

Minicluster	Grade Level	Part of Speech
26a.1. **Truth**		
truth (true)	3	N
justice (just)	4	N
b virtue	6	N
reality (real)	6*	N
26a.1.1 ________		
b just	1	A
realistic (real)	6*	A, AV (+ly)
26a.2. **Mistake**		
b mistake	3	N, V
error (err)	5	N, V
b blunder	5	N, V
b flaw	5	N, V
b crime	6	N

26a.3. **Right**		
b right	1	A, AV (+ly)
b true	2	A, AV (+ly)
b correct	4	A, AV (+ly)
b legal	5	A, AV (+ly)
rightful (right)	6	A, AV (+ly)
26a.4. **Proper**		
b proper	3	A, AV (+ly)
b appropriate	5	A, AV (+ly)
satisfactory (satisfy)	5*	A, AV (+ly)
suitable (suit)	5*	A, AV (+ly)
acceptable (accept)	EN	A, AV (+ly)
26a.5. **Wrong**		
b wrong	2	A, AV (+ly)
incorrect (correct)	4*	A, AV (+ly)
b false	5	A, AV (+ly)
guilty (guilt)	6	A
26a.6. **Honesty**		
honesty (honest)	4	N
innocence (innocent)	6*	N
fairness (fair)	6*	N
26a.6.1 ________		
b honest	4	A, AV (+ly)
b innocent	4	A, AV (+ly)

26b Success

Minicluster	Grade Level	Part of Speech
26b.1. **Success**		
success (succeed)	4	N
failure (fail)	6	N
26b.1.1 ________		
b succeed	4	V
b fail	4	V

26c Importance/Value

Minicluster	Grade Level	Part of Speech
26c.1. **Essential**		
b important	3	A, AV (+ly)
elementary (element)	3*	A
b primary	3*	A, AV (+ly)
b necessary	4	A, AV (+ly)
basic (base)	5	A, AV (+ly)
b essential	6	A, AV (+ly)
critical (critic)	6	A, AV (+ly)
underlying (underlie)	SC	A
26c.2. **Supreme**		
b best	2	A
b perfect	2	A, AV (+ly)
favorite (favor)	3	A
b main	3	A, AV (+ly)
b super	5	A
b supreme	5*	A, AV (+ly)
superb (super)	6	A, AV (+ly)
b major	6	A
b superior	6	A
b foremost	6	A

26c.3. **Desirable**

	beloved (love)	4	A
	desirable (desire)	5*	A, AV (+ly)
	memorable (memory)	5*	A, AV (+ly)
b	noteworthy	6	A

26c.4. **Good**

b	good	K	A
b	better	1	A
b	fine	2	A
b	dandy	5	A
	delightful (delight)	5*	A, AV (+ly)
b	worthwhile	6*	A
	impressive (impress)	6*	A, AV (+ly)

26c.5. **Terrific**

	wonderful (wonder)	2	A, AV (+ly)
	remarkable (remark)	4	A, AV (+ly)
	excellent (excel)	4	A, AV (+ly)
b	magnificent	4	A, AV (+ly)
	fantastic (fantasy)	5	A, AV (+ly)
b	terrific	5	A, AV (+ly)
b	fabulous	6	A, AV (+ly)
	marvelous (marvel)	6	A, AV (+ly)
b	outstanding	6	A, AV (+ly)
	spectacular (spectacle)	6	A, AV (+ly)
b	extraordinary	6	A, AV (+ly)
	incredible (credible)	6	A, AV (+ly)
	exceptional (except)	6*	A, AV (+ly)
b	tremendous	6*	A, AV (+ly)
	invaluable (value)	6*	A, AV (+ly)

26c.6. **Precious**

b	dear	2	A, AV (+ly)
b	precious	3	A, AV (+ly)
	valuable (value)	4	N, A

26c.6.1 ___________

	greatness (great)	5*	N

26c.7. **Usable**

	useful (use)	3	A, AV (+ly)
b	usable (use)	6	A

26c.7.1 ___________

	usefulness (use)	5	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

26d Lack of Value

Minicluster	Grade Level	Part of Speech
26d.1. **Useless**		
b spare	3	A
useless (use)	4	A, AV (+ly)
worthless (worth)	5	A, AV (+ly)
insignificant (signify)	6	A, AV
pitiful (pity)	6	A, AV (+ly)
unimportant (important)	6	A, AV (+ly)
nonessential (essential)	6*	A
26d.2. **Bad**		
b bad	2	A, AV (+ly)
terrible (terror)	3	A, AV (+ly)
b faulty (fault)	3	A
b awful	3	A, AV (+ly)
b dreadful (dread)	4	A, AV (+ly)
b horrible (horror)	5	A, AV (+ly)
b evil	5	A, AV (+ly)
negative (negate)	6*	A, AV (+ly)
ghostly (ghost)	6*	A
26d.3. **Unfavorable**		
unbearable (bear)	5*	A, AV (+ly)
unfavorable (favor)	6*	A, AV (+ly)
unfit (fit)	6	A
26d.4. **Foul**		
b foul	5	N, V, A
b grim	5	AV (+ly)
b tragic	6	A, AV (+ly)
unfortunate (fortune)	6	A, AV (+ly)
26d.5. **Foolish**		
foolish (fool)	3	A, AV (+ly)
ridiculous (ridicule)	5	A, AV (+ly)
b absurd	6	A, AV (+ly)

Supercluster 27

Similarity/Dissimilarity

27a Likeness

Minicluster	Grade Level	Part of Speech
27a.1. **Likeness**		
likeness (like)	4*	N
equality (equal)	5*	N
resemblance (resemble)	6	N
similarity (similar)	6*	N
27a.2. **Concord**		
b concord	3	N
agreement (agree)	4*	N
b harmony	6	N
27a.3. **Same**		
b like	2	A, PREP
b same	2	A
twin (two)	2	A
b exact	3	A, AV (+ly)
b alike (like)	4*	A
related (relate)	4*	A
b equal	4*	A, AV (+ly)
b parallel	5	V, A
b identical	6	A, AV (+ly)
comparative (compare)	6	A, AV (+ly)
equivalent (equal)	6*	A, AV (+ly)
b literal	6*	A, AV (+ly)
b similar	6*	A, AV (+ly)

27a.4. **Resemble**		
b match	3	N, V
approximate (proximate)	5*	V
b resemble	6	V
27a.5. **Imitation**		
b substitute	6	N, V
replacement (place)	6*	N
imitation (imitate)	6*	V
27a.6. **Copy**		
replace (place)	3	V
b imitate	4	V
b copy	4	N, V
mimic (mime)	4*	V
b duplicate	6*	N, V

27b Addition (Relationship Markers)

Minicluster	Grade Level	Part of Speech
27b.1. **Coordinates**		
b with	K	RM
b and	K	RM
b as well as	-	RM
27b.2. **Similarity**		
b too	K	RM
b also	2	RM
besides (side)	2	RM
equally (equal)	4	RM
further (far)	4	RM
b moreover	5*	RM
b furthermore	6	RM
b likewise	6*	RM
b as well	-	RM
b in addition	-	RM
b for example	-	RM
27b.3. **Restatement**		
b indeed	3	RM
actually (actual)	4	RM
namely (name)	6	RM
b that is	-	RM

27c Difference

Minicluster	Grade Level	Part of Speech
27c.1. **Difference**		
difference (differ)	3	N
comparison (compare)	6	N
variation (vary)	6	N
inequality (equal)	MA	N
27c.2. **Unlike**		
different (differ)	2	A, AV (+ly)
b separate	4	A, AV, V, (+ly)
unlike (like)	4	A, AV (+ly)
b opposite (oppose)	4	A, AV (+ly)
b unequal (equal)	6*	A, AV (+ly)
27c.2.1 ___________		
b differ	6	V
27c.3. **Change**		
b change	2	N, V
b develop	4	V
b undergo	5	V
transform (form)	5*	V
reform (form)	6	N, V
b vary	6	V

27d Contrast (Relationship Markers)

Minicluster	Grade Level	Part of Speech
27d.1. **Antithesis**		
b not	K	RM
b but	K	RM
b yet	2	RM
b without	2	RM

27d.2.	**Comparison**		
b	than	1	RM
b	else	2	RM
b	otherwise	5	RM
	alternately (alternate)	6	RM
	alternatively (alternate)	6*	RM
b	whereas	6*	RM
	contrariwise (contrary)	6*	RM
	contrastingly (contrast)	6*	RM
	conversely (converse)	6*	RM
	oppositely (oppose)	6*	RM
b	or rather	-	RM
b	on the contrary	-	RM
b	in comparison	-	RM
b	on the other hand	-	RM
b	by comparison	-	RM
b	by way of contrast	-	RM
27d.3.	**Alternative**		
b	or	K	RM
b	either...or	-	RM
	neither...nor (either...or)	-	RM
27d.4.	**Concession**		
b	still	1	RM
	besides (side)	2	RM
b	only	2	RM
	although (though)	3	RM
b	though	3	RM
b	anyway	3	RM
b	however	4	RM
b	nevertheless	5*	RM
	despite (spite)	6	RM
b	anyhow	6*	RM
b	in any case	-	RM
b	in any event	-	RM
b	at any rate	-	RM
b	except for	-	RM
b	regardless of	-	RM

Supercluster 28

Money/Finance

28a Money/Goods You Receive

Minicluster		Grade Level	Part of Speech
28a.1.	**Savings**		
	savings (save)	2	N
	account (count)	4	N, V
28a.2.	**Fortune**		
b	fortune	3	N
b	treasure	3	N
b	worth	3	N
b	wealth	4	N
28a.3.	**Salary**		
b	salary	5	N
	allowance (allow)	5*	N
b	wage	6	N
b	income	6*	N
28a.4.	**Gift**		
b	gift	3	N
	contribution (contribute)	5	N
	payment (pay)	5*	N
b	tribute	6	N
28a.5.	**Scholarship**		
b	grant	3	N, V
b	reward	3	N, V
	scholarship (scholar)	6	N
b	fund	6	N, V
	inheritance (inherit)	6*	N
28a.6.	**Profit**		
b	gain	5	N, V
b	profit	5	N, V
b	credit	5	N, V
	dividend (divide)	MA	N
28a.7.	**Trophy**		
b	prize	1	N, V
b	medal	4	N
b	trophy	6	N
b	award	6	N, V
28a.8.	**Insurance**		
	insurance (insure)	6	N

28b Money/Goods Paid Out

Minicluster	Grade Level	Part of Speech
28b.1. **Fee**		
b tax	5	N, V
b fee	5	N, V
b fare	5	N
b toll	5*	N, V
b tariff	5*	N
taxation (tax)	5*	N
b bail	6	N, V
28b.2. **Price**		
b cost	3	N, V
loss (lost)	4	N
b price	5	N
b due(s)	5	N
b expense	5	N
b debt	6	N
28b.3. **Poverty**		
poverty (poor)	6	N
b blight	6	N

28c Types of Money

Minicluster	Grade Level	Part of Speech
28c.1. **Money**		
b money	1	N
economics (economy)	5	N
b capital	5	N
b cash	5	N, V
b commerce	5*	N
b economy	5*	N
b finance	6*	N, V
b revenue	6*	N
28c.2. **Penny**		
b penny	1	N
b cent	3	N
b dollar	3	N
b dime	3	N
b nickel	3	N
b quarter	3	N
b coin	4	N, V
b rand	4*	N
b guinea	5	N
b shilling	5	N
b token	6*	N
28c.3. **Ticket**		
b ticket	3	N
b check	3	N
receipt (receive)	6	N
28c.4. **Postage**		
b postage	4*	N

28d Money Related Actions

Minicluster	Grade Level	Part of Speech
28d.1. **Earn**		
b earn	2	V
b pay	2	N, V
b spend	3	V
b afford	4	V
b owe	4	V
b bet	4	N, V
b invest	5*	V
repay (pay)	5*	V

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

28d.2. **Sell**		
b sell	2	V
b buy	2	V
b purchase	5	N, V
28d.3. **Sale**		
b sale	3	N
b bargain	4	N
b auction	6*	N

28e Money Related Characteristics

Minicluster	Grade Level	Part of Speech
28e.1. **Expensive**		
b free	3	A, AV (+ly)
costly (cost)	3	A
expensive (expense)	4	A, AV (+ly)
b cheap	4	A, AV (+ly)
inexpensive (expense)	6*	A, AV (+ly)
28e.2. **Poor**		
b poor	2	A, AV (+ly)
b broke	3	A
b rich	3	A, AV (+ly)

28f Places Where Money Is Kept

Minicluster	Grade Level	Part of Speech
28f.1. **Bank**		
b bank	2	N, V
b safe	2	N
b purse	4	N
b vault	5	N
b wallet	5*	N
b mint	6*	N

Supercluster 29

Soil/Metal/Rock

29a Metals

Minicluster	Grade Level	Part of Speech
29a.1. **Iron**		
b iron	2	N
b gold	2	N
b silver	2	N
b lead	3	N
b copper	3	N
b steel	4	N
b brass	4	N
b aluminum	4*	N
b bronze	5*	N
29a.2. **Metal**		
b metal	3	N
b alloy	5*	N
29a.3. **Beryl**		
b beryl	SC	N
b carbon	SC	N
b flint	SC	N
b zinc	SC	N
b uranium	SC	N
b sulfur	SC	N
b mercury	SC	N
b tungsten	SC	N
b cobalt	SC	N
b silicon	SC	N
b phosphorus	SC	N
b asphalt	SC	N
29a.4. **Graphite**		
b beryllium	SC	N
b manganese	SC	N
b potassium	SC	N
b radium	SC	N
b thorium	SC	N
b barium	SC	N
b graphite	SC	N
b feldspar	SC	N
b bauxite	SC	N
b hornblende	SC	N
b mica	SC	N
b calcium	SC	N
b pitchblende	SC	N

29a.5. **Obsidian**		
b obsidian	SC	N
b pumice	SC	N
b coke	SC	N
b gneiss	SC	N
b shale	SC	N
b magma	SC	N
b anthracite	SC	N
b carbonate	SC	N

29b Jewels/Rock

Minicluster	Grade Level	Part of Speech
29b.1. **Diamond**		
b diamond	3	N
b coral	3	N
b jewel	4	N
b crystal	4	N
b gem	4*	N
b jade	5	N
b emerald	5*	N
b quartz	5*	N
b ruby	6	N
b turquoise	6*	N
b amethyst	SC	N
29b.2. **Stone**		
b rock	2	N
b stone	2	N, V
b marble	4	N
b granite	5	N
b coal	5	N
b charcoal	5	N
b slate	5*	N
b limestone	5*	N
b cobblestone	6	N
b lava	6	N
b gravel	6	N

29c Characteristics of Rocks

Minicluster	Grade Level	Part of Speech
29c.1. **Sedimentary**		
b crude	6	A
sedimentary (sediment)	SC	A
b bituminous	SC	A

29d Actions of Metals

Minicluster	Grade Level	Part of Speech
29d.1. **Rust**		
b rust	4	N, V
b tarnish	6	V

29e Soil Types

Minicluster	Grade Level	Part of Speech
29e.1. **Dirt**		
b ground	2	N
b dirt	3	N
b soil	4	N, V
b clay	4	N
b sod	5	N
b peat	5*	N
b turf	6	N
b clod	6	N
b ore	6	N
29e.2. **Sand**		
b sand	2	N
b dust	3	N, V
b pebble	4	N
b sawdust	5*	N
b powder	6	N

29f Actions Done to Soil/Crops

Minicluster	Grade Level	Part of Speech
29f.1. **Plow**		
b till	3	V
b plow	3	N, V
b sow	3*	V
b harvest	4	N, V
b tend	4	V
b irrigate	4*	V
b grub	5	V
b plant	5	N, V
b thresh	5*	V
b cultivate	6	V
b fertilize	6*	V
29f.1.1 ____________		
irrigation (irrigate)	4*	N
cultivation (cultivate)	SS	N

Supercluster 30
Rooms/Furnishings/ Parts of Dwellings

30a Rooms

Minicluster	Grade Level	Part of Speech
30a.1. **Bedroom**		
b room	2	N
b kitchen	2	N
b garage	2	N
b cellar	2	N
b bedroom	3	N
b balcony	3	N
b bathroom	3*	N
b attic	3*	N
b porch	4	N
b closet	4	N
nursery (nurse)	4*	N
b den	5	N
b loft	5	N
b chamber	5*	N
b parlor	6	N
30a.2. **Hall**		
b hall	2	N
b doorway	3	N
entrance (enter)	4	N
b aisle	5	N
b corridor	5	N
b hallway	6	N

30b Parts of a Home

Minicluster	Grade Level	Part of Speech
30b.1. **Chimney**		
b chimney	3	N
b smokestack	4*	N
b flue	5*	N
b fireplace	6	N
b hearth	6	N
30b.2. **Wall**		
b wall	2	N
b floor	2	N
b ceiling	3	N
30b.3. **Roof**		
b roof	4*	N, V
b spire	5*	N
b steeple	5*	N
b belfry	6	N
b dome	6	N
30b.4. **Window**		
b window	1	N
b pane	2*	N
b sill	3	N
shutter (shut)	4*	N
b vent	5	N
b lattice	MA	N
30b.5. **Stairs**		
b stair(s)	3	N
railing (rail)	3	N
b stairway	4*	N
b banister	6*	N

30c Fences/Ledges

Minicluster	Grade Level	Part of Speech
30c.1. **Ledge**		
b ledge	4	N
b gutter	5	N
b curb	6	N, V
b sewer	SS	N
30c.2. **Fence**		
b fence	2	N, V
b gate	2	N
b screen	3	N, V
b mailbox	3*	N
b hedge	5*	N, V
b barbed wire	SS	N

30d Furniture

Minicluster	Grade Level	Part of Speech
30d.1. **Furniture**		
furniture (furnish)	4	N
furnishing (furnish)	5*	N

30d.2. **Table**		
b table	1	N
b desk	3	N
b counter	6	N
b tabletop	6*	N
30d.3. **Chair**		
b chair	2	N
b seat	2	N, V
b bench	3	N, V
b stool	3	N
b couch	6	N
b sofa	6	N
rocker (rock)	6*	N
30d.4. **Cupboard**		
b drawer	3	N
b shelf	3*	N, V
b rack	4	N, V
b cupboard	4	N
b hutch	4	N
b bookcase	4*	N
b bureau	5	N
b bunker	5	N
b cabinet	5*	N
30d.5. **Bed**		
b bed	1	N
b crib	4	N
b mattress	4	N
b cot	4	N
b mat	5	N
b cradle	5	N, V
b hammock	6	N

30e Decorations

Minicluster	Grade Level	Part of Speech
30e.1. **Decoration**		
decoration (decor)	4	N
b accessory	5	N
30e.1.1 ____________		
decorate (decor)	4	V
30e.2. **Carpet**		
b curtain	3	N
b rug	3	N
b carpet	4	N
b canopy	6	N
30e.3. **Ornament**		
b flag	3	N, V
b ornament	4	N
b emblem	6	N
30e.4. **Vase**		
b vase	6	N
pottery (pot)	6	N
b tapestry	6*	N
30e.5. **Domestic**		
b homemade	4*	A
b domestic	6*	A, AV (+ly)
b homespun	SS	A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

30f Linens

Minicluster	Grade Level	Part of Speech
30f.1. **Blanket**		
b cover	2	N, V
b pillow	3	N
b sheet	3	N
b blanket	3	N
b napkin	4*	N
b quilt	4*	N, V
b tablecloth	4*	N
b towel	5	N
b bedspread	5*	N
b cushion	6	N

Supercluster 31
Attitudinals

31a Attitudinals (Truth)

Minicluster	Grade Level	Part of Speech
31a.1. **Truly**		
surely (sure)	2	AV
flatly (flat)	2	AV
clearly (clear)	2	AV
really (real)	2	AV
seriously (serious)	3	AV
truly (true)	3	AV
certainly (certain)	3	AV
plainly (plain)	3	AV
simply (simple)	4	AV
frankly (frank)	4	AV
honestly (honest)	4	AV
actually (actual)	4	AV
strictly (strict)	5	AV
obviously (obvious)	5	AV
definitely (define)	6	AV
essentially (essential)	6	AV
bluntly (blunt)	6	AV
evidently (evident)	6	AV
apparently (apparent)	6	AV
literally (literal)	6*	AV
undoubtedly (doubt)	6*	AV
truthfully (true)	6*	AV
admittedly (admit)	6*	AV
undeniably (deny)	6*	AV
unquestionably (question)	6*	AV
basically (base)	6*	AV
fundamentally (fundamental)	6*	AV
candidly (candid)	6*	AV

31b Attitudinals (Lack of Truth/Doubt)

Minicluster	Grade Level	Part of Speech
31b.1. **Maybe/Doubtless**		
b maybe	1	AV
b perhaps	3	AV
probably (probable)	3	AV
possibly (possible)	4	AV
ideally (idea)	5	AV
technically (technical)	6	AV
arguably (argue)	6*	AV
allegedly (allege)	6*	AV
conceivably (conceive)	6	AV
doubtless (doubt)	6*	AV
presumably (presume)	6*	AV
reportedly (report)	6*	AV
supposedly (suppose)	6*	AV
seemingly (seem)	6*	AV
superficially (superficial)	6*	AV
theoretically (theory)	6*	AV

31c Attitudinals (Expected or Unexpected)

Minicluster	Grade Level	Part of Speech
31c.1. **Oddly/ Appropriately**		
strangely (strange)	2	AV
curiously (curious)	3	AV
unexpectedly (expect)	4	AV
appropriately (appropriate)	5	AV
remarkably (remark)	6*	AV
amazingly (amaze)	6*	AV
astonishingly (astonish)	6*	AV
incredibly (credible)	6*	AV
ironically (ironic)	6*	AV
oddly (odd)	6*	AV
inevitably (evitable)	6*	AV
naturally (nature)	6*	AV
predictably (predict)	6*	AV
typically (type)	6*	AV
understandably (understand)	6*	AV
b not unnaturally	–	AV

31d Attitudinals (Fortunate/ Unfortunate)

Minicluster	Grade Level	Part of Speech
31d.1. **Luckily**		
happily (happy)	1	AV
sadly (sad)	2	AV
unhappily (happy)	2	AV
luckily (luck)	2	AV
thankfully (thank)	3	AV
fortunately (fortune)	4	AV
unfortunately (fortune)	6	AV
unluckily (luck)	6*	AV
tragically (tragic)	6*	AV

31e Attitudinals (Satisfaction/ Dissatisfaction)

Minicluster	Grade Level	Part of Speech
31e.1. **Delightfully/ Regretably**		
delightfully (delight)	5*	AV
annoyingly (annoy)	6*	AV
disappointingly (disappoint)	6*	AV
disturbingly (disturb)	6*	AV
refreshingly (refresh)	6*	AV
regrettably (regret)	6*	AV

31f Attitudinals (Correctness/ Incorrectness)

Minicluster	Grade Level	Part of Speech
31f.1. **Rightly/Wrongly**		
rightly (right)	1	AV
wrongly (wrong)	2	AV
correctly (correct)	4	AV
incorrectly (correct)	4*	AV
unjustly (just)	6*	AV
justly (just)	6*	AV

31g Attitutinals (Wisdom/Lack of Wisdom)

Minicluster	Grade Level	Part of Speech
31g.1. **Wisely/Unwisely**		
cleverly (clever)	2	AV
wisely (wise)	2	AV
foolishly (fool)	3	AV
shrewdly (shrewd)	5	AV
prudently (prude)	6*	AV
reasonably (reason)	6*	AV
unreasonably (reason)	6*	AV
artfully (art)	6*	AV
sensibly (sense)	6*	AV
unwisely (wise)	6*	AV
cunningly (cunning)	6	AV

31h Other Attitudinals

Minicluster	Grade Level	Part of Speech
31h.1. **Please**		
b please	1	AV
hopefully (hope)	4	AV
preferably (prefer)	6*	AV

Supercluster 32

Shapes/Dimensions

32a Shapes (General Names)

Minicluster	Grade Level	Part of Speech
32a.1. **Shape**		
b shape	2	N, V
b form	3	N, V
b figure	3	N
b pattern	4	N, V
b silhouette	6	N
b outline	6*	N, V
32a.1.1 __________		
formation (form)	6	N
32a.2. **Skyline**		
b skyline	5*	N
32a.3. **Frame**		
b frame	3	N, V
b framework	4	N

32b Circular or Curved Shapes

Minicluster	Grade Level	Part of Speech
32b.1. **Circle**		
b circle	3	N, V
b cone	3	N
b sphere	4*	N
b disk	6	N
b cylinder	6	N
b oval	6*	N
32b.2. **Curve**		
b bend	3	N, V
b curl	3	N, V
b twist	4	N, V
b curve	4	N, V
b loop	4	N, V
spiral (spire)	4*	N, A
arc (arch)	5	N, A
circuit (circle)	6	N
curvature (curve)	SC	N

32b.3. **Round**		
b round	2	A
circular (circle)	6	A
spherical (sphere)	SC	A, AV (+ly)
b convex	SC	A
b concave	SC	A

32c Rectangular or Square Shapes

Minicluster	Grade Level	Part of Speech
32c.1. **Square**		
b square	3	N, A
rectangle (angle)	3*	N
triangle (angle)	5	N
b pentagon	5*	N
b hexagon	MA	N
b trapezoid	MA	N
b octagon	MA	N
b parallelogram	MA	N
b polygon	MA	N
32c.1.1 ___________		
rectangular (angle)	4*	A, AV (+ly)
triangular (angle)	5*	A, AV (+ly)
quadrilateral (lateral)	MA	A
equilateral (lateral)	MA	A
32c.2. **Cube**		
b block	2	N
b cube	3*	N
b prism	4*	N
b pyramid	4*	N
32c.2.1 ___________		
cubic (cube)	6	A

32d Straightness/Crookedness

Minicluster	Grade Level	Part of Speech
32d.1. **Strip**		
b line	2	N, V
b cross	2	N, V
b strip	3	N
b stripe	4	N, V
b zigzag	5	N
b crisscross	6	N, V
32d.2. **Straight**		
b straight	2	A
bent (bend)	3	A
crooked (crook)	4	A, AV (+ly)
linear (line)	MA	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

32e Sharpness/Bluntness

Minicluster	Grade Level	Part of Speech
32e.1. **Sharp/Blunt**		
b sharp	3	A
b dull	4	A
b blunt	6	A
32e.2. **Sharpen**		
flatten (flat)	4*	V
sharpen (sharp)	5*	V
b taper	6*	V

32f Dimension

Minicluster	Grade Level	Part of Speech
32f.1. **Length**		
b long	1	A
b wide	2	A
b tall	2	A
b short	2	A
32f.1.1 ___________		
length (long)	3	N
height (high)	4	N
b volume	5	N
width (wide)	6	N
32f.2. **Thick**		
b deep	2	A, AV (+ly)
b thick	3	A
b thin	3	A, V, AV (+ly)
b narrow	3	A, V, AV (+ly)
b shallow	4	A, AV (+ly)
b dense	5	A, AV (+ly)
32f.2.1 ___________		
thickness (thick)	3	N
depth (deep)	5	N
density (dense)	6	N
32f.3. **Widen**		
straighten (straight)	3	V
widen (wide)	4*	V
thicken (thick)	5*	V
deepen (deep)	5*	V
lengthen (long)	5*	V

32g Fullness/Emptiness

Minicluster	Grade Level	Part of Speech
32g.1. **Full/Empty**		
b full	2	A
b empty	2	A, V
b hollow	4	A, AV (+ly)
b vacant	4	A
swollen (swell)	5	A
32g.1.1 ___________		
b fill	2	V

32h Inclination

Minicluster	Grade Level	Part of Speech
32h.1. **Flat**		
b flat	2	A, AV (+ly)
b steep	3	A
b level	4	A
b incline	5	A
b erect	6	A
32h.1.1 ___________		
b lean	3	V, A

Supercluster 33

Destructive and Helpful Actions

33a Destructive Actions (General)

Minicluster	Grade Level	Part of Speech
33a.1. **Accident**		
b accident	3	N
b crash	3	N, V
collision (collide)	6*	N
mishap (happen)	6*	N
33a.1.1 ____		
accidental (accident)	5*	A, AV (+ly)
33a.2. **Dent**		
b dent	3	N, V
b mar	5	N, V
b nick	6	N, V
33a.3. **Break**		
b break	2	N, V
b destroy	4	V
b ruin	4	N, V
b shatter	5	V
b damage	6	V
b crush	6	V
33a.4. **Wreck**		
b wreck	4	N, V
b smash	5	V
b clash	5*	N, V
b collide	6	V
33a.4.1 ____		
wreckage (wreck)	5*	N

33b Actions Destructive to Humans

Minicluster	Grade Level	Part of Speech
33b.1. **Hurt**		
b hurt	2	N, V
b injure	5	V
b abuse	6	V
33b.2. **Kill**		
b kill	2	V
b shoot	3	V
b harm	3	N, V
b attack	3	N, V
b slay	5	V
b murder	5*	N, V
b slaughter	5*	N, V
b massacre	6	N, V
33b.2.1 ____		
attacker	5*	N
33b.3. **Strain**		
b strain	4	N, V
b stun	5	V
b afflict	6*	V
33b.4. **Dead**		
deadly (die)	3	A, AV (+ly)
fatal (fate)	5	A, AV (+ly)
poisonous (poison)	5	A
33b.5. **Punish**		
b punish	3	V
b badger	3*	V
b torment	6	N, V
b torture	6*	N, V

33c Fighting

Minicluster	Grade Level	Part of Speech
33c.1. **Fight**		
b fight	1	N, V
scuffle (scuff)	5	N, V
b rumble	5	N, V
b fray	5	N
disturbance (disturb)	6	N
b combat	6	N
b conflict	6*	N, V

33c.2. **War**		
b war	3	N, V
revolution (revolt)	4	N
b battle	4	N, V
destruction (destroy)	6	N
b riot	6	N, V
b warfare	6*	N
b bloodshed	SS	N
33c.3. **Invasion**		
invasion (invade)	6	N
b siege	6	N
33c.4. **Peace**		
b peace	4	N

33d Actions Helpful to Humans

Minicluster	Grade Level	Part of Speech
33d.1. **Help**		
b help	K	N, V
b assist	5*	V
b benefit	6	N, V
b contribute	6	V
33d.2. **Relieve**		
relieve (relief)	5	V
b refresh	6*	V
33d.3. **Nourish**		
b foster	5	V
b promote	5*	V
b nourish	6	V
enable (able)	6	V
33d.4. **Improve**		
b improve	4	V
enrich (rich)	5*	V
33d.5. **Guide**		
b guide	4	N, V
b escort	6	N, V
33d.6. **Heal**		
b heal	4	V
b aid	4	N, V
b cure	4	N, V
b recover	4	V
b revive	6	V
33d.7. **Protect**		
b save	2	N, V
b protect	3	V
b rescue	4	N, V
b defend	4	V
33d.8. **Miracle**		
b miracle	5	N

Supercluster 34

Sports/Recreation

34a Sports/Recreation

Minicluster	Grade Level	Part of Speech
34a.1. **Sport**		
b hobby	4	N
b sport	4	N
recreation (recreate)	5*	N
34a.2. **Game**		
b game	1	N
b contest	3	N
b match	3	N
championship (champion)	4	N
b derby	6	N
b tournament	6	N
competition (compete)	6	N
b bout	6*	N
34a.2.1 ___________		
b compete	6	V

34b Specific Sports

Minicluster	Grade Level	Part of Speech
34b.1. **Football**		
b football	3	N
b baseball	3	N
b basketball	3*	N
b hockey	4*	N
b polo	5*	N
b soccer	5*	N
b softball	5*	N

34b.2. **Tennis**		
b golf	4*	N, V
b tennis	5	N
b croquet	6	N
34b.3. **Racing**		
racing (race)	1	N
skating (skate)	2	N
bicycling (bicycle)	3	N
swimming (swim)	3	N
b skiing (ski)	5	N
34b.3.1 ___________		
b race	1	N, V
b swim	2	V
b skate	2	V
b bicycle	3	N, V
b ski	5	N, V
34b.4. **Boxing**		
boxing (box)	1	N
fencing (fence)	2	N
wrestling (wrestle)	5	N
jousting (joust)	SS	N
34b.4.1 ___________		
b box	1	V
b fence	2	V
b joust	SS	V

34c Equipment Used in Sports

Minicluster	Grade Level	Part of Speech
34c.1. **Base**		
b net	3	N
b base	4	N
b bound(s)	5	N
b hurdle	6	N, V
b target	6	N
34c.2. **Ball**		
b ball	K	N
b bat	4	N, V
b putter	4	N
b racket	4	N
b javelin	6*	N
34c.3. **Swing**		
b swing	3	N, V
b trapeze	3*	N
34c.4. **Touchdown**		
b out	3	N
b touchdown	3	N
b inning	4	N
b goal	5	N
b tackle	5	N, V
homer (home)	6	N
b bunt	6	N, V
34c.5. **Offense**		
defense (defend)	5	N
offense (offend)	6	N
b teamwork	6*	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

34d Exercising

Minicluster	Grade Level	Part of Speech
34d.1. **Jogging**		
b exercise	4	N, V
jogging (jog)	5	N
sprinting (sprint)	6	N
34d.1.1 ________		
b sprint	6	N, V
b jog	6	N, V
34d.2. **Somersault**		
b somersault	5	N, V
b cartwheel	5*	N, V
34d.3. **Play**		
b play	K	N, V

34e Magic

Minicluster	Grade Level	Part of Speech
34e.1. **Stunt**		
b magic	2	N
b trick	2	N, V
b stunt	5	N
b gimmick	6*	N
34e.1.1 ________		
magical (magic)	6	A, AV (+ly)

34f Board Games

Minicluster	Grade Level	Part of Speech
34f.1. **Checkers**		
b cards	2	N
b checkers	5*	N
b chess	6	N

Supercluster 35

Language

35a Language and Language Conventions

Minicluster	Grade Level	Part of Speech
35a.1. **Grammar**		
b language	3	N
b grammar	5*	N
35a.2. **Diction**		
pronunciation (pronounce)	4	N
b accent	5	N, V
b emphasis	5*	N
b dialect	6	N
punctuation (punctuate)	6	N
b diction	6*	N
35a.3. **Parenthesis**		
b comma	3*	N
b period	4	N
b parenthesis	4*	N
b colon	5*	N
b apostrophe	EN	N
capitalization (capital)	EN	N

35b Words/Sentence

Minicluster	Grade Level	Part of Speech
35b.1. **Paragraphs**		
b word	K	N, V
b sentence	4	N
b paragraph	4	N
b chapter	6	N
b phrase	6	N, V
35b.2. **Consonant**		
b vowel	4	N
b prefix	4	N
b consonant	4*	N
b suffix	4*	N
b syllable	5	N
abbreviation (abbreviate)	5*	N
b affix	EN	N

35b.3. **Interrogative**		
interrogative (interrogate)	EN	A
exclamatory (claim)	EN	A
b superlative	EN	A
35b.4. **Noun**		
b noun	4*	N
b verb	4*	N
pronoun (noun)	5*	N
b synonym	5*	N
b adjective	5*	N
modifier (modify)	EN	N
b conjunction	EN	N
b antonym	EN	N
b preposition	EN	N
b predicate	EN	N, V

35c Letters/Alphabet

Minicluster	Grade Level	Part of Speech
35c.1. **Letter**		
b letter	1	N, V
b alphabet	4	N
b alpha	5*	N
b beta	5*	N
b italics	6	N
b cuneiform	SS	N
35c.1.1 __________		
alphabetically (alphabet)	4*	AV
35c.1.2 __________		
alphabetic (alphabet)	EN	A
35c.2. **Code**		
b code	4	N, V
b symbol	4	N
notation (note)	MA	N

Supercluster 36

Ownership/Possession

36a Losing/Giving Up

Minicluster	Grade Level	Part of Speech
36a.1. **Lose**		
b lose	3	V
b abandon	5	V
misplace (place)	6	V
36a.2. **Discard**		
displace (place)	4*	V
b dismiss	5	V
b dispose	6	V
b discard	6	V
36a.3. **Trade**		
b trade	3	N, V
b share	3	N, V
b borrow	3	V
exchange (change)	4	N, V
lend (loan)	5	V
b loan	5	N, V
b swap	5*	V

36b Freedom/Lack of Freedom

Minicluster	Grade Level	Part of Speech
36b.1. **Free**		
b free	3	A, V, AV (+ly)
b escape	3	V
b flee	3	V
b release	5	N, V
b liberate	6	V
36b.2. **Surrender**		
b surrender	6	V
b sacrifice	6	V
b concede	6*	V
36b.3. **Freedom**		
freedom (free)	4	N
independence (depend)	5	N

36c Possession/Ownership

Minicluster	Grade Level	Part of Speech
36c.1. **Possession**		
possession (possess)	4	N
ownership (own)	5*	N
36c.2. **Have**		
b have	K	V
b own	1	V, A
b possess	6	V
b occupy	6	V
36c.3. **Belong**		
b belong	2	A

36d Winning/Losing

Minicluster	Grade Level	Part of Speech
36d.1. **Win**		
b win	2	N, V
b lose	3	V
b conquer	5	V
b defeat	5	N, V
b outnumber	5*	V
36d.2. **Prevail**		
b prevail	6	V
b overcome	6	V
b overtake	6*	V
b overthrow	SS	V
b overrun	SS	V
36d.2.1 ________		
b repel	SC	V
36d.3. **Triumph**		
b triumph	5	N, V
conquest (conquer)	6*	N
36d.3.1 ________		
triumphant (triumph)	5	A, AV (+ly)
36d.4. **Loss**		
loss (lose)	4	N
failure (fail)	6	N
36d.5. **Winner**		
winner (win)	4*	N
loser (lose)	6*	N

36e Taking/Receiving Actions

Minicluster	Grade Level	Part of Speech
36e.1. **Obtain**		
b get	K	V
b receive	4	V
b acquire	6	V
b obtain	6	V
b achieve	6	V
b extract	6	V
b inherit	6*	V
regain (gain)	SS	V
36e.2. **Attract**		
b attract	5	V
36e.3. **Arrest**		
b arrest	4	N, V
b capture	4	V
b invade	6	V
36e.4. **Seize**		
b seize	3	V
b steal	3	V
b rob	3	V

36f Finding/Keeping

Minicluster	Grade Level	Part of Speech
36f.1. **Locate**		
b find	1	N, V
b locate	4	V
36f.2. **Keep**		
b hide	2	V
b keep	2	V
b tuck	4	N, V
b retain	6*	V

Supercluster 37
Disease/Health

37a Disease

Minicluster	Grade Level	Part of Speech
37a.1. **Illness**		
b disease	4	N
sickness (sick)	5	N
ailment (ail)	6	N
illness (ill)	6	N
injury (injure)	6	N
b handicap	6	N
37a.1.1 ____________		
b ill	3	A
b sick	3	A
stricken (strike)	5	A
37a.2. **Epidemic**		
b epidemic	6	N
b famine	6	N
b plague	6*	N
starvation (starve)	6*	N
37a.3. **Well**		
b well	2	A
healthful (health)	5*	A
b hale	5*	A
37a.3.1 ____________		
b health	4	N

37b Specific Diseases/Ailments

Minicluster	Grade Level	Part of Speech
37b.1. **Cancer**		
b cancer	5*	N
b polio	6	N
b diphtheria	6	N
b tuberculosis	6*	N
b malaria	6*	N
b scurvy	SC	N
b rickets	SC	N
b beriberi	SC	N
37b.2. **Infection**		
b cold	1	N
b mumps	3	N
b fever	5	N
infection (infect)	6	N
b influenza	6*	N
b virus	SC	N
37b.3. **Blind**		
b blind	4	N, A
b lame	4	N, A
b deaf	4	N, A
37b.3.1 ____________		
blindness (blind)	5*	N

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
—	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

37c Symptoms of Diseases

Minicluster	Grade Level	Part of Speech
37c.1. **Pain**		
b ache	4	N, V
b pain	4	N, V
b pang	6	N
b headache	6	N
exhaustion (exhaust)	6	N
weariness (weary)	6	N
b fatigue	6	N
37c.1.1 ________		
painful (pain)	4	A, AV (+ly)
exhausted (exhaust)	5	A
37c.2. **Sore**		
b dizzy	4	A
b sore	4	A
allergic (allergy)	6*	A

37d Specific Types of Germs/Genes

Minicluster	Grade Level	Part of Speech
37d.1. **Germ**		
b germ	3*	N
b bacteria	5*	N
b microbe	6*	N
b organism	6*	N
b enzyme	SC	N
b gene	SC	N
37d.1.1 ________		
genetic (gene)	SC	A, AV (+ly)

37e Actions Related to Injury/Disease

Minicluster	Grade Level	Part of Speech
37e.1. **Wound**		
b burn	2	N, V
b wound	3	N, V
b sunburn	3*	N, V
b gash	6	N, V
37e.2. **Cripple**		
b cripple	6	N, V
paralyze (paralysis)	6	V

37f Medicine

Minicluster	Grade Level	Part of Speech
37f.1. **Treatment**		
treatment (treat)	5	N
operation (operate)	5	N
b remedy	6	N, V
b transfusion	6	N
b surgery	6*	N
vaccination (vaccine)	SC	N
37f.1.1 ________		
b operate	4*	V
transplant (plant)	5*	N, V
37f.2. **Medicine**		
b medicine	2	N
b drug	3	N, V
b poison	4	N, V
b iodine	5*	N
b pill	6	N
b dose	6	N
b vitamin	6*	N
b pencillin	6*	N
b antibiotics	SC	N
b vaccine	SC	N
tranquilizer (tranquil)	SC	N
b aspirin	SC	N
prescription (prescribe)	SC	N
b limewater	SC	N

37f.3. **Bandage**		
b bandage	4	N, V
b sling	4	N
b cast	4	N
b splint	6*	N, V
b Band-Aid	SC	N

Supercluster 38
Light

38a Light/Lightness

Minicluster	Grade Level	Part of Speech
38a.1. **Daylight**		
b lamplight	3*	N
b sunshine	4	N
b daylight	4	N
b sunlight	4	N
b moonlight	4*	N
b starlight	5*	N
b candlelight	6	N
38a.2. **Gleam**		
b gleam	5	N, V
b glimmer	6	N
b glint	6	N
38a.3. **Light**		
b light	1	N
lightness (light)	5*	N
brightness (bright)	5*	N
38a.4. **Brightness**		
b bright	2	A, AV (+ly)
b clear	2	A
shiny (shine)	3	A
b vivid	5	A, AV (+ly)
radiant (ray)	5	A, AV (+ly)
b brilliant	5	A, AV (+ly)
b luminous	6	A, AV (+ly)

38b Actions of Light

Minicluster	Grade Level	Part of Speech
38b.1. **Shine**		
b shine	3	V
sparkle (spark)	3	N, V
b flash	3	N, V
b glow	4	N, V
b glitter	4	N, V
b glisten	4	N, V
b twinkle	4	N, V
b shimmer	5	N, V
dazzle (daze)	5	V
radiate (ray)	5*	V
38b.2. **Illuminate**		
brighten (bright)	6	V
lighten (light)	6	V
illuminate (illumine)	6	V
b reflect	6	V

38c Darkness

Minicluster	Grade Level	Part of Speech
38c.1. **Darkness**		
darkness (dark)	3	N
b shade	3	N, V
b shadow	3	N
b gloom	4	N
38c.1.1 ________		
b dark	1	N, A
shady (shade)	4*	A
38c.2. **Darken**		
b blot	4*	N, V
b blur	5	N, V
darken (dark)	5*	V
blacken (black)	6	V

38d Producers of Light

Minicluster	Grade Level	Part of Speech
38d.1. **Torch**		
b flare	4	N, V
b torch	4	N, V

38d.2. **Candle**		
b candle	2	N
b wick	5*	N
38d.3. **Lamp**		
b light	1	N, V
b lamp	3	N
b lantern	4	N
38d.4. **Bulb**		
b bulb	4	N
b lightbulb	6*	N
b filament	SC	N
38d.5. **Beam**		
b beam	3	N, V
b ray	5	N
b laser	5*	N

38e Clarity

Minicluster	Grade Level	Part of Speech
38e.1. **Clarity**		
b focus	6	N, V
clarity (clear)	6*	N
38e.2. **Dim**		
b dim	3	V, A, AV (+ly)
b pale	3	V, A, AV (+ly)
b dull	4	V, A, AV (+ly)
b faint	4	A, AV (+ly)
fuzzy (fuzz)	5	A
murky (murk)	5*	A
b vague	6	A, AV (+ly)
b transparent	6	A
b opaque	6*	A

Supercluster 39

Causality

39a Causality

Minicluster	Grade Level	Part of Speech
39a.1. **Result**		
b result	4	N
b effect	4	N, V
conclusion (conclude)	5	N
b outcome	5*	N
b impact	6	N
b consequence	6	N
39a.2. **Cause**		
b cause	3	N, V
b reason	3	N
b purpose	4	N
intent (intend)	5	N
b motive	6	N
b impetus	6*	N
b stimulus	SC	N
39a.3. **Stimulate**		
stimulate (stimulus)	5*	V
b spearhead	6*	V
b initiate	6*	V
39a.4. **Affect**		
b change	3	N, V
b affect	5	N
b influence	5	N, V

39b Causality (Relationship Markers)

Minicluster	Grade Level	Part of Speech
39b.1. **Reason**		
b to	K	RM
b for	K	RM
b so	K	RM
b from	K	RM
b by	1	RM
because (cause)	2	RM
b since	3	RM
b because of	–	RM
b on account of	–	RM
b in that	–	RM
b so that	–	RM
b for the fact that	–	RM
39b.2. **Result**		
b therefore	4	RM
b thus	4	RM
accordingly (according)	4	RM
b hence	6*	RM
consequently (consequence)	6*	RM
b whereupon	6*	RM
b now that	–	RM
b as a consequence	–	RM
b for all that	–	RM
b as a result	–	RM
b too *(adj.)* to	–	RM
39b.3. **Inference**		
b then	K	RM
b else	2	RM
b in that case	–	RM
39b.4. **Condition**		
b if	1	RM
b now that	–	RM
b if only	–	RM
b where...there	–	RM
b when...then	–	RM
b if...then	–	RM
b until...then	–	RM

Supercluster 40

Weather

40a Weather/Nature (General)

Minicluster	Grade Level	Part of Speech
40a.1. **Weather**		
b weather	3	N
b climate	5	N
40a.2. **Nature**		
b nature	4	N
environment (environ)	6	N
40a.3. **Atmosphere**		
b air	2	N
b atmosphere	5	N
atmospheric (atmosphere)	SC	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.

All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

40b Storms

Minicluster	Grade Level	Part of Speech
40b.1. **Storm**		
b blizzard	3	N
b storm	3	N, V
b snowstorm	3	N
40b.2. **Rainstorm**		
b scud	4*	N
b downpour	4*	N
b torrent	6	N
b rainstorm	6	N
b monsoon	SS	N
40b.3. **Tornado**		
b wind	2	N
b breeze	4	N, V
b gust	5	N, V
b gale	5	N
b hurricane	5*	N
twister (twist)	5*	N
b cyclone	5*	N
b chinook	5*	N
b tornado	6	N
40b.4. **Thunder**		
b thunder	3	N, V
lightning (light)	3	N
b thunderstorm	4*	N
b thunderbolt	6	N
b thunderhead	SC	N

40c Clouds

Minicluster	Grade Level	Part of Speech
40c.1. **Cirrus**		
b cloud	3	N, V
b cirrus	SC	N
b cirrostratus	SC	N
b cirrocumulus	SC	N
b cumulus	SC	N
b cumulonimbus	SC	N

40d Natural Catastrophes

Minicluster	Grade Level	Part of Speech
40d.1. **Flood**		
b drought	3*	N
b flood	4	N, V
b earthquake	4	N
b landslide	5*	N
b avalanche	6	N
40d.2. **Disaster**		
b disaster	5	N
tragedy (tragic)	5	N
b emergency	5	N
b doom	5	N, V
b downfall	5	N
b crisis	6	N
b ordeal	6	N
40d.2.1 ____________		
disastrous (disaster)	6*	N

40e Characteristics of Weather

Minicluster	Grade Level	Part of Speech
40e.1. **Foggy**		
foggy (fog)	3	A
icy (ice)	4	A
sunny (sun)	4	A
b sultry	6	A
wintry (winter)	6*	A
b muggy	SC	A

Supercluster 41
Cleanliness/Uncleanliness

41a Filth/Uncleanliness

Minicluster	Grade Level	Part of Speech
41a.1. **Trash**		
b trash	4	N
b garbage	4	N
b litter	4	N,V
pollution (pollute)	4*	N
sewage (sewer)	4*	N
b grit	5	N
b junk	5	N,V
b grime	5*	N
b rubbish	5*	N
b filth	6	N
b clutter	6	N,V
impurity (pure)	SC	N
41a.1.1 __________		
b pollute	5*	V
b infect	5*	V
b contaminate	6*	V
41a.2. **Smear**		
b smear	4	N,V
b streak	4	N,V
b stain	5	N,V
darken (dark)	5*	V
b smudge	6	N,V
blacken (black)	6*	V
41a.3. **Dirty**		
dirty (dirt)	2	A
b dreary	5	A, AV (+ly)
b bleak	5*	A, AV (+ly)
filthy (filth)	6	A
b dingy	6	A
b dismal	6	A, AV (+ly)
muddy (mud)	6	A

41b Cleanliness

Minicluster	Grade Level	Part of Speech
41b.1 **Wash**		
b wash	2	N, V
b clean	2	V, A
b wipe	3	N, V
b sweep	3	V
b scrub	3	V
bathe (bath)	4	V
b scour	4	V
b polish	4	N, V
b wax	4	N, V
b whitewash	5*	N, V
41b.2 **Cleanliness**		
sanitation (sanitary)	6	N
cleanliness (clean)	6	N
b hygiene	6	N
41b.3. **Purify**		
purify (pure)	5*	V
b pasteurize	5*	V
sterilize (sterile)	SC	V

41c Tools for Cleaning

Minicluster	Grade Level	Part of Speech
41c.1. **Broom**		
cleaner (clean)	3*	N
b broom	3	N
b brush	3	N, V
b mop	4	N, V
b vacuum	5	N, V
41c.2. **Soap**		
b soap	4	N, V
b lather	5	N, V
b lotion	SC	N
41c.3. **Toothpaste**		
b toothbrush	6	N
b toothpaste	6	N
b toothpick	6*	N
b floss	6*	N, V

Supercluster 42
Popularity/Knownness

42a Popularity/Familiarity

Minicluster	Grade Level	Part of Speech
42a.1. **Familiar**		
b familiar	3	A
b usual	3	A, AV (+ly)
famous (fame)	3	A
b public	5	A, AV (+ly)
b popular	5	A, AV (+ly)
b prominent	6	A, AV (+ly)
accustomed (accustom)	6	A
legendary (legend)	6*	A, AV (+ly)
universal (universe)	6*	A, AV (+ly)
42a.2. **Common**		
b common	3	A, AV (+ly)
b ordinary	4	A, AV (+ly)
b regular	4	A, AV (+ly)
b obvious	5	A, AV (+ly)
b normal	5	A, AV (+ly)
typical (type)	5	A, AV (+ly)
b widespread	5*	A
traditional (tradition)	5*	A, AV (+ly)
b standard	6	A
customary (custom)	6	A, AV (+ly)
b evident	6	A, AV (+ly)
congruent (congruous)	MA	A, AV (+ly)
42a.3. **Fame**		
b appeal	4	N, V
b fame	4	N
attraction (attract)	5*	N

42b Lack of Popularity/Familiarity

Minicluster	Grade Level	Part of Speech
42b.1. **Secrecy**		
secrecy (secret)	6	N
privacy (private)	6	N
solitude (sole)	6*	N
loneliness (lone)	6*	N
42b.2. **Unknown**		
b secret	3	N, A, AV (+ly)
unknown (know)	4	A
b private	4	A, AV (+ly)
unfamiliar (familiar)	4*	A, AV (+ly)
undiscovered (discover)	SC	A

42c Likelihood

Minicluster	Grade Level	Part of Speech
42c.1. **Likely**		
b likely	2	A
b sure	2	A, AV (+ly)
b certain	3	A, AV (+ly)
b accurate	5	A, AV (+ly)
b absolute	5	A, AV (+ly)
definite (define)	6	A, AV (+ly)
b probable	6	A, AV (+ly)

42c.2. **Doubtful**		
doubtful (doubt)	4	A, AV (+ly)
unlikely (likely)	4	A
mysterious (mystery)	4	A, AV (+ly)
indefinite (define)	4*	A, AV (+ly)
uncertain (certain)	5*	A, AV (+ly)
b random	SC	A, AV (+ly)
42c.3. **Chance**		
b chance	2	N, V
b venture	5	N, V
42c.4. **Gamble**		
b bet	4	N, V
b bid	4	N, V
b gamble	6	N, V

Supercluster 43
Physical Traits of People

43a Physical Traits

Minicluster	Grade Level	Part of Speech
43a.1. **Athletic**		
b rugged	5	A, AV (+ly)
athletic (athlete)	5	A, AV (+ly)
muscular (muscle)	SC	A, AV (+ly)
43a.2. **Strong**		
b strong	2	A, AV (+ly)
powerful (power)	3*	A, AV (+ly)
b sturdy	4	A, AV (+ly)
43a.3. **Strength**		
b might	2	N
b beauty	3	N
b health	4	N
strength (strong)	4	N
b vigor	4*	N
agility (agile)	6*	N
43a.4. **Clumsy**		
b awkward	4	A, AV (+ly)
b clumsy	4	A, AV (+ly)
graceful (grace)	6	A, AV (+ly)

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

43a.5. **Weak**			
b	weak	3	A, AV (+ly)
b	gaunt	6	A
b	scrawny	6	A
b	puny	6	A
b	frail	6	A, AV (+ly)
b	feeble	6	A, AV (+ly)
43a.5.1 ___________			
	weakness (weak)	6*	N

43b Neatness

Minicluster		Grade Level	Part of Speech
43b.1. **Messy**			
	messy (mess)	5	A
	sloppy (slop)	6	A, AV (+ly)
43b.2. **Neat**			
b	neat	3	A
b	tidy	5	A

43c Attractiveness

Minicluster		Grade Level	Part of Speech
43c.1. **Lovely**			
b	pretty	2	A
b	lovely	2	A
	beautiful (beauty)	2	A, AV (+ly)
b	cute	3	A, AV (+ly)
b	handsome	3	A, AV (+ly)
	attractive (attract)	5*	A, AV (+ly)
43c.2. **Elegant**			
b	elegant	4	A, AV (+ly)
b	gorgeous	6	A, AV (+ly)
	majestic (majesty)	6	A, AV (+ly)
b	formal	5*	A, AV (+ly)
	classic (class)	6*	A, AV (+ly)
	adorable (adore)	6*	A, AV (+ly)
43c.3. **Ugly**			
b	homely	K	A
b	ugly	2	A
	unattractive (attract)	6	A, AV (+ly)

43d Size as a Physical Trait

Minicluster		Grade Level	Part of Speech
43d.1. **Slender**			
b	slender	4	A
b	slim	4	A
b	skinny	4	A
b	slight	4	A
	lanky (lank)	6	A
43d.1.1 ___________			
b	dainty	6	A, AV (+ly)
43d.2. **Fat**			
b	fat	1	A
b	husky	2	A
b	plump	5	A
b	stout	6	A

Supercluster 44
Touching/Grabbing Actions

44a Feeling/Striking Actions

Minicluster	Grade Level	Part of Speech
44a.1. **Feel**		
b feel	2	N, V
b stroke	4	N, V
b grope	5	V
44a.1.1 ______		
b contact	5	N, V
44a.1.2 ______		
b tickle	4	V
44a.2. **Nudge**		
b pat	2	N, V
b tap	3	N, V
b nudge	4	N, V
b butt	5	V
b jab	5	N, V
b rap	5	V
b dab	5*	N, V
b prod	6	V
44a.3. **Strike**		
b knock	2	N, V
b beat	3	V
b strike	3	V
b pound	3	V
b slap	3	N, V
b smack	4	N, V
b hit	4	N, V
b punch	4	N, V
b lash	4	V
b whack	4	N, V
b spank	4	N, V
b thrash	5	V
b wallop	6	N, V

44b Grabbing/Holding Actions

Minicluster	Grade Level	Part of Speech
44b.1. **Grab**		
b hold	1	N, V
b catch	1	N, V
b squeeze	3	N, V
b grab	3	N, V
b grip	4	N, V
b clutch	4	V
b clasp	5	N, V
b wring	5	V
b clench	6	V
44b.2. **Pick**		
b pick	1	V
b pinch	4	N, V
b pluck	6	V
b nip	6	N, V
44b.3. **Hug**		
b hug	3	N,V
b wrap	3	V
b cling	4	V
b nuzzle	4	V
b embrace	6	N, V
snuggle (snug)	6	V

44c Specific Actions Done with the Hands

Minicluster	Grade Level	Part of Speech
44c.1. **Wave**		
b point	2	N, V
b wave	2	N, V
b clap	3	V
b shrug	4	N, V
b salute	4	N, V

Supercluster 45
Pronouns

45a Pronouns

Minicluster	Grade Level	Part of Speech
45a.1. **I**		
b you	K	PRO
b I	K	PRO
b he	K	PRO
b it	K	PRO
b me	K	PRO
b we	K	PRO
b she	K	PRO
b they	K	PRO
b them	K	PRO

45b Possessive Pronouns

Minicluster	Grade Level	Part of Speech
45b.1. **My**		
b my	K	PRO
its (it)	K	PRO
your (you)	K	PRO
yours (you)	K	PRO
b her	1	PRO
hers (her)	1	PRO
b his	1	PRO
b our	1	PRO
ours (our)	1	PRO
their (they)	1	PRO
theirs (they)	1	PRO
b mine	1	PRO

45c Relative Pronouns

Minicluster	Grade Level	Part of Speech
45c.1. **Who**		
b who	K	PRO
b that	K	PRO
b which	1	PRO
whom (who)	4	PRO

45d Interrogative Pronouns

Minicluster	Grade Level	Part of Speech
45d.1. **What**		
b what	K	PRO
b where	1	PRO
b when	1	PRO
b why	1	PRO
b how	1	PRO
whose (who)	3	PRO
b whatever	4	PRO
b wherever	4	PRO
b whenever	4	PRO
b whichever	4*	PRO
b whomever	6*	PRO

45e Indefinite Pronouns

Minicluster	Grade Level	Part of Speech
45e.1. **Someone**		
b no one	K	PRO
b something	K	PRO
b some	K	PRO
b nothing	1	PRO
b everyone	2	PRO
b everything	2	PRO
b someone	2	PRO
b anyone	2	PRO
b anything	2	PRO
b enough	2	PRO
b each	2	PRO
b everybody	3	PRO
b somebody	3	PRO
b either	3	PRO
neither (either)	3	PRO
b anybody	4	PRO
b nobody	4	PRO

Supercluster 46
Contractions

46a Contractions (Not)

Minicluster	Grade Level	Part of Speech
46a.1. **Can't**		
can't (can not)	1	V
won't (will not)	1	V
don't (do not)	1	V
couldn't (could not)	2	V
cannot (can not)	2	V
wasn't (was not)	4	V
wouldn't (would not)	4	V
aren't (are not)	4	V
shouldn't (should not)	4	V
weren't (were not)	4	V
hasn't (has not)	4	V
hadn't (had not)	4	V
doesn't (does not)	4	V
haven't (have not)	4	V
ain't (are not)	5	V
mustn't (must not)	6	V
isn't (is not)	6	V

46b Contractions (Have)

Minicluster	Grade Level	Part of Speech
46b.1. **I've**		
I've (I have)	2	V
you've (you have)	3	V
they've (they have)	4	V
we've (we have)	4	V

46c Contractions (Will)

Minicluster	Grade Level	Part of Speech
46c.1. **I'll**		
I'll (I will)	1	V
we'll (we will)	2	V
you'll (you will)	2	V
they'll (they will)	3	V
she'll (she will)	4	V
he'll (he will)	4	V

46d Contractions (Is)

Minicluster	Grade Level	Part of Speech
46d.1. **It's**		
how's (how is)	1	V
it's (it is)	2	V
that's (that is)	2	V
he's (he is)	4	V
she's (she is)	4	V
there's (there is)	4	V
what's (what is)	4	V
where's (where is)	4	V
here's (here is)	4	V
b tis	4	V

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

46e Contractions (Had)

Minicluster	Grade Level	Part of Speech
46e.1. **I'd**		
I'd (I had)	2	V
they'd (they had)	4	V
we'd (we had)	4	V
you'd (you had)	4	V
she'd (she had)	4	V
he'd (he had)	4	V

46f Contractions (Are)

Minicluster	Grade Level	Part of Speech
46f.1. **You're**		
I'm (I am)	2	V
you're (you are)	3	V
they're (they are)	4	V

Supercluster 47

Entertainment/The Arts

47a Plays/Movies

Minicluster	Grade Level	Part of Speech
47a.1. **Performance**		
b act	2	N, V
b program	4	N
performance (perform)	5	N
rehearsal (rehearse)	6	N
47a.1.1 ____________		
b perform	5	V
47a.2. **Show**		
b show	K	N,V
b cartoon	3*	N
b movie	4	N
b scene	4	N
47a.3. **Climax**		
b plot	4	N, V
setting (set)	4	N
b climax	6	N, V
47a.4. **Stage**		
b stage	4	N, V
scenery (scene)	4*	N
b theater	5	N

47b Music/Dance

Minicluster	Grade Level	Part of Speech
47b.1. **Music**		
b music	3	N
47b.1.1 ____________		
musical (music)	5	N, A, AV (+ly)
47b.2. **Concert**		
b concert	4	N
b opera	5*	N
b symphony	6*	N
47b.3. **Dance**		
b dance	2	N, V
b ballet	2	N
47b.4. **Solo**		
b solo	4*	N
duet (duo)	6*	N
47b.5. **Conduct**		
b conduct	6	V
47b.5.1. ____________		
conductor (conduct)	5	N

47c Instruments

Minicluster	Grade Level	Part of Speech
47c.1. **Piano**		
b piano	3	N
b drum	3	N, V
b fife	3*	N
b organ	4	N
b trumpet	5	N, V
b tom-tom	5	N
b recorder	5*	N
b clarinet	6	N
b accordion	6	N

47c.2. **Violin**		
b harp	1*	N
b violin	4	N
b fiddle	5	N, V

47d Art

Minicluster	Grade Level	Part of Speech
47d.1. **Art**		
b art	4	N
47d.1.1 ____________		
artistic (art)	6	A, AV (+ly)
47d.2. **Painting**		
painting (paint)	K	N
b picture	1	N, V
b statue	3	N
b photo	4	N
portrait (portray)	5*	N
sculpture (sculpt)	5*	N, V
b snapshot	5*	N
b photograph	6	N, V
b mosaic	6*	N
b mural	6*	N
47d.2.1 ____________		
photography (photograph)	-	N

Supercluster 48

Actions Involving the Legs

48a Running/Walking Actions

Minicluster	Grade Level	Part of Speech
48a.1. **Run**		
b run	K	N, V
b dance	2	N, V
b trot	2	N, V
b skip	4	N, V
b lope	4	V
b jog	5	N, V
scamper (scamp)	5	V
b romp	5*	N, V
b prance	6	V
b ramble	6	V
48a.2. **Walk**		
b walk	1	N, V
b march	3	N, V
b tiptoe	3	V
b waddle	4	N, V
b strut	4	N, V
b swagger	4	N, V
b stride	4	N, V
b trudge	4	V
b plod	4	V
b stroll	5	N, V
b hike	5	N, V
b saunter	5	V
b tread	6	V
48a.3. **Limp**		
b limp	4	N, V
b shuffle	4	N, V
b stumble	4	V
b stagger	5	N, V
b hobble	6	V

48b Lurking/Creeping

Minicluster	Grade Level	Part of Speech
48b.1. **Creep**		
b crawl	2	N, V
b creep	4	V

48b.2. **Prowl**		
b sneak	4	V
b prowl	4	V
b lurk	5	V
b slither	6	V

48c Kicking

Minicluster	Grade Level	Part of Speech
48c.1. **Kick**		
b stamp	2	V
b kick	3	N, V
b tramp	4	V
b stomp	5	N, V
trample (tramp)	6	V

48d Jumping

Minicluster	Grade Level	Part of Speech
48d.1. **Jump**		
b jump	K	N, V
b hop	1	N, V
b spring	2	N, V
b pounce	5	V
b leap	5	N, V

48e Standing/Stationary Actions

Minicluster	Grade Level	Part of Speech
48e.1. **Stand**		
b stand	2	N, V
b straddle	5	V
b curtsy	6	V

Supercluster 49

Mathematics

49a Branches of Mathematics

Minicluster	Grade Level	Part of Speech
49a.1. **Arithmetic**		
b arithmetic	3	N
b mathematics	5	N
b math	5*	N
b geometry	5*	N
b algebra	5*	N

49b Mathematical Quantities

Minicluster	Grade Level	Part of Speech
49b.1. **Maximum**		
b maximum	6*	N, A
b minimum	6*	N, A
49b.2. **Total**		
b total	4	N, V, A, AV (+ly)
b fraction	4*	N
b sum	5	N, V
b average	5	N, V, A
b percent	5*	N
proportion (portion)	6	N, V
percentage (percent)	6*	N
b mulitple	6*	N, A
b ratio	MA	N
b median	MA	N

49c Equations/Formulas

Minicluster	Grade Level	Part of Speech
49c.1. **Equation**		
equation (equal)	5*	N
b formula	5*	N

49c.2 **Denominator**		
b denominator	MA	N
numerator (number)	MA	N
remainder (remain)	MA	N
b exponent	MA	N
b pi	MA	N
addend (add)	MA	N
divisor (divide)	MA	N
b quotient	MA	N

49d Mathematical Operation

Minicluster	Grade Level	Part of Speech
49d.1. **Addition**		
addition (add)	5	N
multiplication (multiple)	5*	N
division (divide)	6	N
subtraction (subtract)	6	N
49d.1.1 ________		
divisible (divide)	5*	A
49d.1.2 ________		
b add	2	V
b count	2	N, V
b divide	3	V
b plus	3*	V
b subtract	5	V
multiply (multiple)	6	V
b minus	6	V
b tally	6	V
49d.2. **Per**		
b per	6	PREP

Supercluster 50

Auxiliary/Helping Verbs

50a Auxiliary Verbs

Minicluster	Grade Level	Part of Speech
50a.1. **Are**		
b are	K	AX
b is	K	AX
b am	1	AX
b be	1	AX
b was	1	AX
b were	1	AX
been (be)	2	AX
being (be)	4	AX

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

50b Primary Auxiliaries

Minicluster	Grade Level	Part of Speech
50b.1. **Do**		
b do	K	AX
did (do)	K	AX
doing (do)	K	AX
does (do)	1	AX
done (do)	2	AX
50b.2. **Have**		
b have	K	AX
has (have)	K	AX
had (have)	K	AX

50c Modals

Minicluster	Grade Level	Part of Speech
50c.1. **Should**		
b will	K	AX
b can	K	AX
b may	K	AX
b should	1	AX
b could	1	AX
b would	1	AX
b must	1	AX
b might	1	AX
b shall	2	AX
b used to	–	AX
b ought to	–	AX

50d Semiauxiliaries

Minicluster	Grade Level	Part of Speech
50d.1. **Have to**		
b is about to	–	AX
b is apt to	–	AX
b is bound to	–	AX
b is going to	–	AX
b is liable to	–	AX
b is sure to	–	AX
b had better	–	AX
b had best	–	AX
b have to	–	AX
b get to	–	AX
b is certain to	–	AX
b seems to	–	AX

50e Linking Verbs

Minicluster	Grade Level	Part of Speech
50e.1. **Appear**		
b stay	1	V
b seem	2	V
b appear	3	V
b become	3	V
b remain	4	V

Supercluster 51
Events

51a Dates/Events (General)

Minicluster	Grade Level	Part of Speech
51a.1. **Event**		
b event	4	N
happening (happen)	4	N
b affair	4	N
b process	5	N
b incident	5	N
b occasion	5	N
b experience	5	N, V
development (develop)	5*	N
b instance	6	N
occurrence (occur)	6	N
51a.2. **Endeavor**		
b project	5	N
b feat	6	N
b endeavor	6*	N
51a.3. **Situation**		
b situation	4	N
b circumstance	6	N
b context	6	N
environment (environ)	6	N

51b Festive/Recreational Events

Minicluster	Grade Level	Part of Speech
51b.1. **Vacation**		
b vacation	3	N, V
b holiday	4	N
b pastime	5	N
b leisure	6*	N
51b.2. **Celebration**		
b party	1	N
b birthday	1	N
festival (festive)	4	N
celebration (celebrate)	5	N
graduation (graduate)	6	N
b prom	6	N
b ceremony	6	N
b bazaar	6	N
inauguration (inaugurate)	SS	N
51b.3. **Parade**		
b parade	2	N, V
b pageant	5	N
b caravan	6	N
procession (proceed)	6	N
51b.4. **Fair**		
b fair	2	N
b circus	2	N
b rodeo	4	N
b carnival	6	N
51b.5. **Amusement**		
amusement (amuse)	4*	N
entertainment (entertain)	6	N

51c Political Events

Minicluster	Grade Level	Part of Speech
51c.1. **Election**		
election (elect)	5*	N
b campaign	6	N, V
51c.2. **Vote**		
b vote	5	N, V
b elect	5	V
reelect (elect)	SS	V
51c.2.1 ______		
voter (vote)	5*	V

Supercluster 52
Temperature/Fire

52a Temperature

Minicluster	Grade Level	Part of Speech
52a.1. **Temperature**		
b temperature	4	N
b Fahrenheit	SC	N
b centigrade	SC	N
52a.2. **Coldness**		
b cold	1	N, A, AV (+ly)
b cool	3	V, A, AV (+ly)
b arctic	5	A
b frigid	6	A, AV (+ly)
52a.2.1 ______		
b chill	3	N, V
52a.3. **Heat**		
b warm	2	V, A, AV (+ly)
b hot	2	A, AV (+ly)
b temperate	5*	A, AV (+ly)
b lukewarm	6	A
b tepid	6	A
52a.3.1 ______		
b heat	2	N, V
warmth (warm)	4	N

52a.4. **Parch**		
b parch	6	V
b swelter	6*	V

52b Insulation

Minicluster	Grade Level	Part of Speech
52b.1. **Insulation**		
insulator (insulate)	SC	N
insulation (insulate)	SC	N
52b.1.1 ________		
b insulate	6	N
52b.1.2 ________		
b fireproof	SS	V, A

52c Fire

Minicluster	Grade Level	Part of Speech
52c.1. **Fire**		
b fire	1	N
b campfire	3*	N
b blaze	4	N, V
b combustion	SC	N
inferno (infernal)	SC	N
52c.2. **Flame**		
b flame	3	N
b spark	3	N
52c.3. **Burn**		
b burn	2	N, V
b singe	3	V
b scorch	5	V
b spark	5	N, V
b sizzle	6	V
52c.4. **Flicker**		
flicker (flick)	4	N, V
b smolder	6	V

52d Products of Fire

Minicluster	Grade Level	Part of Speech
52d.1. **Ash**		
b ash	4	N
b cinder	4	N
b ember	6	N
52d.2. **Smoke**		
b smoke	2	N, V
b soot	4*	N
52d.2.1 ________		
smoky (smoke)	6	A

52e Fire Producers

Minicluster	Grade Level	Part of Speech
52e.1. **Burner**		
burner (burn)	SC	N
extinguisher (extinguish)	SC	N
52e.2. **Firewood**		
b firewood	4*	N

Supercluster 53

Images/Perceptions

53a Visual Images/Perception

Minicluster	Grade Level	Part of Speech
53a.1. **Image**		
b image	5	N
reflection (reflect)	6	N
representation (represent)	6*	N
portrayal (portray)	6*	N

53a.2. **Scene**		
sight (see)	2	N, V
b view	4	N, V
b scene	4	N
b vision	5	N
53a.2.1 ________		
visual (vision)	6*	A, AV (+ly)
53a.3. **Recognition**		
recognition (recognize)	5*	N
53a.4. **Blindfold**		
b blindfold	5*	N, V
53a.5. **Observer**		
observer (observe)	6*	N
53a.6. **Portray**		
b represent	4	V
b display	5	N, V
b portray	6	V

53b Looking/Perceiving Actions

Minicluster	Grade Level	Part of Speech
53b.1. **Look**		
b look	K	N, V
b see	K	V
b spot	2	N, V
b watch	2	V
behold (hold)	3	V
53b.2. **Appear**		
b appear	3	V
reappear (appear)	4*	V
53b.3. **Glance**		
b wink	3	N, V
b blink	3	N, V
b peek	3	N, V
b glance	4	N, V
b glimpse	4	N, V
b squint	4	V
53b.4. **Gaze**		
b stare	2	N, V
b gaze	3	N, V
b peer	3	V
b glare	4	N, V
b gape	4	V
b glower	6	V
53b.5. **Observe/Ignore**		
b notice	3	N, V
b recognize	3	V
b observe	4	V
b attend	4	V
b ignore	5	V
b distract	6	V
review (view)	6	V
b perceive	6	V
53b.6. **Aim**		
b aim	3	N, V
53b.7. **Spy**		
b spy	3	N, V

Key

Basic words

Basic words are preceded by *b*.

All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
–	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

Supercluster 54
Life/Survival

54a Life, Birth, Death

Minicluster	Grade Level	Part of Speech
54a.1. **Existence**		
b life	2	N
b birth	3*	N
death (dead)	4	N
reproduction (produce)	5*	N
existence (exist)	6	N
54a.2. **Live**		
live (life)	1	V
b exist	4*	V
b inhabit	5	V
b dwell	6*	V
54a.2.1 ___________		
alive (life)	3	A
54a.3. **Die**		
b die	3	V
b perish	5*	V
54a.3.1 ___________		
b dead	3	A
nonliving (life)	SC	A
54a.4. **Funeral**		
b wake	3	N
b funeral	6*	N
b burial	6*	N
b cremation	6*	N
54a.5. **Reproduce**		
b hatch	3	V
b bare	3	V
b breed	5	V
reproduce (produce)	SC	V
germinate (germ)	SC	V
b spawn	SC	V

54b Survival/Growth

Minicluster	Grade Level	Part of Speech
54b.1. **Endurance**		
endurance (endure)	5	N
survival (survive)	6*	N
tolerance (tolerate)	6*	N
54b.2. **Survive**		
b survive	5	V
b endure	6	V
b tolerate	6*	V
54b.3. **Flourish**		
b thrive	5	V
b flourish	6	V
b prosper	6	V
54b.4. **Grow**		
b grow	2	V
b bloom	4	V
b mature	5*	V
b evolve	6*	V

Supercluster 55
Conformity/Complexity

55a Conformity to a Norm

Minicluster	Grade Level	Part of Speech
55a.1. **Special**		
b special	3	A, AV (+ly)
original (origin)	4	A, AV (+ly)
b scarce	4	A, AV (+ly)
distinctive (distinct)	5*	A, AV (+ly)
b unique	6	A, AV (+ly)
b distinct	6	A, AV (+ly)
uncommon (common)	6*	A, AV (+ly)
b rare	6*	A, AV (+ly)
55a.2. **Strange**		
b strange	2	A, AV (+ly)
b queer	2	A, AV (+ly)
b peculiar	4	A, AV (+ly)
b odd	4	A, AV (+ly)
b severe	5	A, AV (+ly)
b weird	5	A, AV (+ly)

55b Complexity/Order

Minicluster	Grade Level	Part of Speech
55b.1. **Complex**		
b fancy	3	A
b complex	4*	A, AV (+ly)
b elaborate	6	A, AV (+ly)
55b.2. **Order**		
b order	3	N, V
disorder (order)	4*	N
disarray (array)	6*	N
55b.3. **Steady**		
b steady	3	A, AV (+ly)
b balance(d)	4	A
b uniform	4	A, AV (+ly)
unbroken (break)	4*	A
b neutral	5*	A, AV (+ly)
unchanged (change)	5*	A
55b.4. **Bare**		
b bare	3	A
b blank	6	A
55b.5. **Incomplete**		
unfinished (finish)	4*	A
incomplete (complete)	5*	A, AV (+ly)
55b.6. **Pure**		
b pure	3	A, AV (+ly)
b plain	3	A, AV (+ly)
b simple	4	A, AV (+ly)

Supercluster 56
Difficulty/Danger

56a Difficulty/Ease

Minicluster	Grade Level	Part of Speech
56a.1. **Ease**		
difficulty (difficult)	3	N
b ease	4	N, V
convenience (convenient)	6	N
56a1.1 ________		
simplify (simple)	5*	V

56a.2. **Comfortable**		
easy (ease)	2	A, AV (+ly)
comfortable (comfort)	3	A, AV (+ly)
b convenient	4	A, AV (+ly)
56a.3. **Difficult**		
b difficult	3	A, AV (+ly)
impossible (possible)	3	A, AV (+ly)
tiresome (tire)	4*	A
troublesome	5*	A
uneasy (ease)	5*	A, AV (+ly)

56b Danger/Safety

Minicluster	Grade Level	Part of Speech
56b.1. **Safety**		
safety (safe)	3	N
prevention (prevent)	6	N
56b.2. **Danger**		
b trouble	2	N, V
b danger	3	N
b risk	5	N, V
b peril	6*	N
56b.2.1 ____________		
endanger (danger)	6*	V
56b.3. **Harmful**		
dangerous (danger)	3	A, AV (+ly)
harmful (harm)	4*	A, AV (+ly)
hazardous (hazard)	5*	A, AV (+ly)
unsafe (safe)	5*	A, AV (+ly)
b grave	6	A, AV (+ly)
treacherous (treachery)	6	A, AV (+ly)
perilous (peril)	6	A, AV (+ly)
56b.4. **Harmless**		
b safe	2	A, AV (+ly)
harmless (harm)	4*	A, AV (+ly)

Supercluster 57

Texture/Durability

57a Texture

Minicluster	Grade Level	Part of Speech
57a.1. **Texture**		
b texture	SC	N
57a.2. **Hard/Soft**		
b hard	1	A
b soft	2	A, AV (+ly)
b smooth	3	A, AV (+ly)
b stiff	3	A, AV (+ly)
b solid	4	A, AV (+ly)
b tough	4	A
b brittle	5	A, AV (+ly)
b rigid	5	A, AV (+ly)
57a.3. **Rough**		
b crisp	3	A, AV (+ly)
b rough	4	A, AV (+ly)
stony (stone)	4*	A
prickly (prick)	5	A
b coarse	6	A
porous (pore)	SC	A
57a.4. **Choppy**		
bumpy (bump)	2	A
choppy (chop)	6	A
57a.5. **Furry**		
furry (fur)	4	A
shaggy (shag)	6	A
spongy (sponge)	6*	A

57a.6. **Harden**		
harden (hard)	4	V
soften (soft)	5*	V
stiffen (stiff)	6	V

57b Durability

Minicluster	Grade Level	Part of Speech
57b.1. **Durability**		
durability (durable)	6*	N
57b.2. **Strong**		
b strong	2	A, AV (+ly)
b formidable	6	A, AV (+ly)
57b.3. **Weak**		
b weak	3	A, AV (+ly)
b flimsy	5	A, AV (+ly)
b shabby	6	A, AV (+ly)
57b.4. **Delicate**		
b delicate	5	A, AV (+ly)
b fragile	6	A, AV (+ly)
b frail	6	A, AV (+ly)

Supercluster 58
Color

58a Color

Minicluster	Grade Level	Part of Speech
58a.1. **Red**		
b green	K	N, A
b red	K	N, A
b blue	K	N, A
b yellow	K	N, A
b white	1	N, A
b black	1	N, A
b brown	1	N, A
b pink	2	N, A
b gray	2	N, A
b silver	2	N, A
b gold	2	N, A
b purple	3	N, A
b orange	3	N, A
golden (gold)	3	N, A
b tan	4	N, A
b indigo	6	N, A
b crimson	6	N, A
b amber	6	N, A

Key

Basic words

Basic words are preceded by *b*.
All other words are followed by the basic word in parentheses.

Grade levels

K-6	The grade level at which a word is introduced.
*	Indicates a word does not appear frequently in student reading material, but when it does appear it is at the level indicated.
-	Words or phrases for which a grade level could not be determined.

Content specific words are indicated by the content area in which they are used:

SS	Social Studies
EN	English
MA	Math
SC	Science

Part of Speech

N	Noun
V	Verb
A	Adjective
AV	Adverb
AV (+ly)	Adverb when suffix -ly is added
PRO	Pronoun
PREP	Preposition
INT	Interjection
DET	Determiner
AX	Auxiliary verb
RM	Relationship marker

58a.2. **Blonde**		
b blonde	5*	N, A
b brunette	5*	N, A
58a.3. **Color**		
b color	1	N, V
b hue	4*	N
b tint	6	N, V
58a.3.1 ___________		
b colorful (color)	4*	A, AV (+ly)
b colorless (color)	5*	A, AV (+ly)

58b Paint

Minicluster	Grade Level	Part of Speech
58b.1. **Paint**		
b paint	K	N, V
b dye	5	N, V
b lacquer	6*	N
b enamel	6*	N

Supercluster 59

Chemicals

59a Chemicals

Minicluster	Grade Level	Part of Speech
59a.1. **Chemical**		
b compound	4	N, V
chemical (chemistry)	4*	N
59a.2. **Oxygen**		
b helium	SC	N
b oxygen	SC	N
b dioxide	SC	N
b nitrogen	SC	N
b hydrogen	SC	N
b neon	SC	N
b cellulose	SC	N
b nitrate	SC	N
b phosphate	SC	N
59a.3. **Boron**		
b sodium	SC	N
b oxide	SC	N
b chlorine	SC	N
b krypton	SC	N
b boron	SC	N
b ammonia	SC	N
b bromine	SC	N
b sulfate	SC	N
b carbohydrate	SC	N
59a.3.1 ___________		
chlorinate (chlorine)	SC	V

59b Acids

Minicluster	Grade Level	Part of Speech
59a.1. **Acid**		
b acid	5*	N
58a.1.1 ___________		
sulfuric (sulfur)	SC	A
hydrochloric (chlorine)	SC	A

Supercluster 60

Facial Expressions/Actions

60a Facial Expression

Minicluster	Grade Level	Part of Speech
60a.1. **Smile**		
b smile	2	N, V
b grin	3	N, V
b frown	3	N, V
b scowl	4	N, V
b sneer	4	N, V
60a.2. **Nod**		
b nod	3	N, V

60b Actions Associated with the Nose

Minicluster	Grade Level	Part of Speech
60b.1. **Smell**		
b smell	2	N, V
b sniff	3	N, V
b sneeze	3	N, V
b snort	4	N, V
b snore	6	N, V

60c Actions Associated with the Mouth

Minicluster	Grade Level	Part of Speech
60c.1. **Lick**		
b lick	2	N, V
b kiss	3	N, V
b suck	4	V
b choke	4	V
b spit	5	V

60d Breathing

Minicluster	Grade Level	Part of Speech
60d.1. **Puff**		
b blow	2	V
b puff	3	N, V
breathe (breath)	4	V
b exhale	SC	V
b inhale	SC	V
60d.1.1 ________		
b breath	3	N

Supercluster 61

Electricity/Particles of Matter

61a Electricity

Minicluster	Grade Level	Part of Speech
61a.1. **Electricity**		
electricity (electric)	3	N
61a.1.1 ________		
b electric	3	A
electrical (electric)	4*	A, AV (+ly)
b electronic	5*	A, AV (+ly)
hydroelectric (electric)	SC	A, AV (+ly)
electromagnetic (magnet)	SC	A, AV (+ly)
61a.2. **Radiation**		
radiation (ray)	6*	N
61a.2.1 ________		
b radioactive	6*	A

61b Molecules/Atoms

Minicluster	Grade Level	Part of Speech
61b.1. **Molecule**		
b molecule	6*	N
61b.1.1 ________		
molecular (molecule)	SC	A, AV (+ly)
61b.2. **Atom**		
b ion	5*	N
b atom	6	N
b electron	6*	N
b neutron	SC	N
b proton	SC	N
b nucleus	SC	N
nuclei (nucleus)	SC	N
b isotope	SC	N
b photon	SC	N
61b.2.1 ________		
atomic (atom)	6*	A, AV (+ly)

Appendix B
Alphabetized Words

A

a 3i.1
abacus 3c.1
abandon 36a.1
abbot 1w.1
abbreviation 35b.2
ability 5r.1
a bit 3j.6
able 12k.4
aboard 14i.1.2
abolish 2f.2
abound 3g.7
about 2x.6
above 14i.2
abreast 14k.2.1
abroad 14k.1.2
abrupt 7j.5
absence 14L.1
absent 14L.1.1
absolute 42c.1
absolute(ly) 3k.1
absorb 16b.7
abundance 3g.5
abundant 3g.4
absurd 26d.5
abuse 33b.1
abusive 5f.1.1
academy 21f.1
accent 35a.2
accept 5o.3
acceptable 26a.4
accessory 30e.1
accident 33a.1
accidental 33a.1.1
accompany 2v.6
accomplish 22f.2.1
accomplishment 22f.2
accordingly 39b.2
accordion 47c.1
account 28a.1
accountant 1s.1
accurate 42c.1
accuse 10b.8
accustomed 42a.1
ache 37c.1
achieve 36e.1
acid 59b.1
acknowledge 10d.4
acorn 6j.4
acquaintance 9e.1
acquire 36e.1
acre 20a.1
acreage 20a.1
acrobat 1d.4
act 47a.1
action 2a.1
active 13b.6
activity 2a.1
actor 1h.1
actress 1h.1
actual 26a.3
actually 27b.3
actually 31a.1
ad 15f.2
adapt 22f.5
add 49d.1.2
addend 49c.2
addition 49d.1
additional 3g.6
address 3d.1
adept 12k.4
adjective 35b.4
adjoin 2v.2
adjust 22f.5
administrator 1b.3
admiration 5o.2
admire 5o.1
admit 10h.2
admittedly 31a.1
adobe 22d.1
adolescence 7f.3
adorable 43c.2
adore 5o.1
advance 2g.8
adventure 2g.3
adventurous 13b.6
advertisement 15f.2
advice 10g.1
advice 12g.1
advise 10e.3
adviser 1i.2
aerial 11d.1.1
affair 51a.1
affect 39a.4
affection 5o.2
affectionate 13a.6
affix 35b.2
afflict 33b.3
afford 28d.1
afloat 16h.1
afraid 5b.3
Africa 18b.3
after 7g.5
afternoon 7c.1
after that 7h.2
afterwards 7h.2
again 7k.4
age 7d.1
agility 43a.3
ago 7g.1
agony 5b.1
a great deal 3k.2
agree 10g.4
agreement 27a.2
agriculture 1L.1
ah 10k.1
aha 10k.1
ahead 14f.2.1
ahead of 14f.2.2
aid 8e.1
aid 33d.6
ailment 37a.1
aim 53b.6
aimless 13c.2
ain't 46a.1
air 40a.3
aircraft 11d.1
airfield 11h.10
air force 25d.1
airline 11d.1

airliner 11d.1
airplane 11d.1
airport 11h.10
airport 21j.1
airship 11d.1
aisle 30a.2
ajar 2n.2
Alabama 18c.1
alarm 5b.1
alarm 19b.2
alas 10k.1
Alaska 18c.1
albatross 4j.7
alcohol 6h.2
ale 6h.2
alert 12k.2
alfalfa 24e.4
algae 24e.1
algebra 49a.1
alike 27a.3
a little 3j.6
alive 54a.2.1
all 3g.3
allegedly 31b.1
allegiance 13n.1
allergic 37c.2
alley 11h.4
alligator 4c.3
allow 10g.3
allowance 28a.3
alloy 29a.2
ally 9e.1
almanac 15c.4
almond 6j.4
almost 3j.7
alone 3j.2
alone 5i.4
along 14k.2.1
alongside 14k.2.1
alpha 35c.1
alphabet 35c.1
alphabetic 35c.1.2
alphabetically 35c.1.1
already 7g.1
also 27b.2
alter 17i.2
alternately 27d.2
alternatively 27d.2
although 27d.4
altitude 14a.1
altogether 3k.1
aluminum 29a.1
always 7k.5.1
am 50a.1
amateur 9L.1
amaze 5j.2
amazement 5j.1
amazingly 31c.1
ambassador 1c.1
amber 58a.1
ambition 13b.2
ambitious 13b.7
ambulance 11a.3
amendment 15h.2
America 18b.4
amethyst 29b.1
ammonia 59a.3
ammunition 8n.4
amount 3g.1
amphibian 4a.2
amuse 5k.3
amusement 51b.5
an 3i.1
anaconda 4c.1
analyze 12g.3
ancestor 9n.2
ancestry 7f.5.1
anchor 11f.3
ancient 7f.4
and 27b.1
anemone 24d.3
angel 9f.3
anger 5e.1
angle 3d.2
angry 5e.5
animal 4a.1
ankle 23g.1
announce 10c.4
announcement 15f.2
announcer 1e.1
annoyingly 31e.1
annual 7k.1
another 3g.6
answer 10f.1
ant 4k.2
Antarctica 18b.3
anteater 4e.6
antelope 4e.1
antenna 4L.6
anthem 15d.2
anthology 15c.1
anthracite 29a.5
antibiotics 37f.2
antique 7f.4
antler 4L.6
antonym 35b.4
anvil 8e.4
anxiety 5d.2
anxious 5d.3
anybody 45e.1
anyhow 27d.4
anymore 7k.6
anyone 45e.1
anything 45e.1
anyway 27d.4
anywhere 14d.1
apartment 21b.1
ape 4g.1
apologize 10h.2
apology 10d.1
apostrophe 35a.3
apparatus 8a.2
apparel 17a.1
apparently 31a.1
appeal 10e.2
appeal 42a.3
appear 2g.5.1
appear 50e.1
appear 53b.2
appearance 5r.2
appetite 6n.1
applaud 19c.1
applause 19c.1
apple 6i.1
apply 1dd.2.1
appoint 12j.3
appreciate 5o.1
appreciation 5o.2
apprentice 1b.1
approach 2g.8
appropriate 26a.4
appropriately 31c.1
approval 5o.3.1
approve 5o.3
approximate 27a.4
approximate 3j.1
apricot 6i.1
April 7e.1
apron 17c.3
apt 12k.4

aquarium 4m.1
aquarium 16i.4
aqueduct 11h.9.1
arc 32b.2
arch 23g.1
archeologist 1k.1
archeology 1L.2
architect 1g.1
architecture 1L.2
archive 21f.2
arctic 52a.2
are 50a.1
area 20a.2
arena 21g.1
aren't 46a.1
arguably 31b.1
argue 10b.1
argument 10b.5
arise 2o.2
arithmetic 49a.1
Arizona 18c.1
Arkansas 18c.1
arm 23f.1
armor 17h.1
arms 8n.1
army 25d.1
around 2x.6
arouse 5c.4
arrange 25a.5
arrangement 25a.1
arrest 36e.3
arrival 2g.1
arrive 2g.7
arrow 8n.5
arrowhead 8f.3
art 47d.1
artery 23i.2
artfully 31g.1
article 15c.5
artist 1g.1
artistic 47d.1.1
as 7i.3
as a consequence 39b.2
as a result 39b.2
asbestos 22d.1
ascend 2o.2
ascent 2o.2.1
as good as 3j.7
ash 52d.1
ashore 16h.1
Asia 18b.3
aside 14k.2.1
ask 10f.2
asleep 12e.2
aspect 5r.3
aspen 24b.1
asphalt 29a.3
aspirin 37f.2
assemble 25a.5
assembly 25e.3
assign 2v.4
assignment 12c.3
assist 33d.1
assistant 1b.1
association 25e.1
assortment 25a.1
assume 12d.4
assure 10d.2
aster 24d.3
astern 14f.1.1
astonish 5j.2
astonishingly 31c.1
astonishment 5j.1
astronaut 1k.1
astronomer 1k.1
astronomy 1L.2
astound 5j.2
as well 27b.2
as well as 27b.1
as yet 7h.2
at 7i.2
at 14g.1
at any rate 27d.4
at first 7g.2
athlete 1d.2
athletic 43a.1
atlas 15c.4
at least 3j.3
atmosphere 40a.3
atmospheric 40a.3
atom 61b.2
atomic 67b.2.1
atop 14i.1.1
attack 33b.2
attacker 33b.2.1
attend 53b.5
attendance 25e.3
attendant 1b.1
attention 12f.1
attentive 13a.6
at the same time 7i.4
at this point 7i.1
attic 30a.1
attitude 5r.2
attorney 1y.1
attract 36e.2
attraction 42a.3
attractive 43c.1
attribute 5r.1
auction 28d.3
audience 25e.3
auditorium 21g.1
August 7e.1
aunt 9n.9
auricle 23c.3
Australia 18b.3
author 1e.2
authority 10g.6
auto 11a.1
autobiography 15c.2
autograph 15a.2
automatic 7j.5
automatically 7j.5.1
automobile 11a.1
autumn 7d.2
available 14L.2
avalanche 40d.1
avenue 11h.1
average 49b.2
avoid 2f.3
aw 10k.1
await 2b.3
awake 12e.1
awaken 12e.5
award 28a.2
aware 12k.2
away 14k.1.1
awe 5j.1
awful 26d.2
awhile 7k.6
awkward 43a.4
awl 8e.5
axe 8f.1
axis 14a.2
axle 11f.1
ay 10k.1
aye 10k.2

B

babe 9d.1
baboon 4g.1
baby 9d.1
babysitter 1cc.1
bachelor 9c.2
back 14f.1
backbone 23j.1
background 14f.1
backward 14f.1.1
backwards 14f.1.1
backyard 20g.1
bacon 6e.1
bacteria 37d.1
bad 26d.2
badge 17g.3
badger 33b.5
badly 3k.2
baffle 12g.5
bag 22a.7
baggage 22a.10
bail 28b.1
bait 10e.1
bake 6k.1
baker 1n.2
bakery 21d.2
balanced 55b.3
balcony 30a.1
bale 25a.4
ball 34c.2
ballad 15d.2
ballet 47b.3
balloon 11d.2
balsa 24b.1
balsam 24c.2
bamboo 24e.4
ban 2f.2
banana 6i.5
band 25b.2
bandage 37f.3
Band-Aid 37f.3
bandit 9g.5
banister 30b.5
bank 28f.1
banker 1s.1
banquet 6a.2
bar 22d.3
barb 8f.3
barbecue 6k.1
barbed wire 30c.2
barbershop 21d.1
bare 54a.5
bare 55b.4
bareback 4o.5
barefoot 17j.3
barely 3j.6
bargain 28d.3
barge 11e.5
barium 29a.4
bark 19d.1
bark 24c.1
barker 1h.2
barley 6j.3
barn 21k.1
barnacle 4i.3
barnyard 20g.1
baron 1c.3
barrel 22a.6
barren 20b.5
barrow 11b.2
base 34c.1
baseball 34b.1
baseman 1d.3
basic 26c.1
basically 31a.1
basin 22a.9
bask 2b.5
basket 22a.7
basketball 34b.1
bass 4h.2
bat 34c.2
bath 22a.9
bathe 41b.1
bathroom 30a.1
bathtub 22a.9
baton 8j.5
batter 1d.3
batter 6g.1
battle 33c.2
battlefield 20f.1
battleground 20f.1
battleship 11e.3
bauxite 29a.4
bawl 19c.5
bay 16f.3
bazaar 51b.2
be 50a.1
beach 16g.2
bead 17g.5
beagle 4b.3
beak 4L.4
beam 38d.5
bean 6j.1
beanstalk 24e.2
bear 2i.1
bear 4e.7
beard 23b.3
bearded 23b.3.1
bearing 5r.2
beast 4a.1
beat 44a.3
beater 8m.7
beautiful 43c.1
beauty 43a.3
beaver 4f.3
becalm 5L.3
because 39b.1
because of 39b.1
beckon 10f.2
become 50e.1
bed 30d.5
bedroom 30a.1
bedspread 30f.1
bedtime 7a.1
bee 4k.1
beech 24b.1
beef 6e.1
beehive 4m.2
been 50a.1
beer 6h.2
beet 6j.1
beetle 4k.2
before 7h.3
beforehand 7g.2
before now 7g.2
before that 7g.2
beggar 9h.2
begin 2c.1
beginnner 2c.1.2
beginning 2c.1.1
behavior 5r.2
behind 14f.1.2
behold 53b.1
being 9a.1
being 50a.1
belch 19c.2
belfry 30b.3
belief 5n.1
belief 12L.1
believe 5o.3

bell 19b.2
bellow 19c.3
belly 23a.2
belong 36c.3
beloved 26c.3
below 14j.1
belt 17g.1
bench 30d.3
bend 32b.2
beneath 14j.1
benefit 33d.1
bent 32d.2
beriberi 37b.1
beryl 29a.3
beryllium 29a.4
beside 14k.2.1
besides 27d.4
besides 27b.2
best 26c.2
bestow 2i.7
bet 28d.1
bet 42c.4
beta 35c.1
betray 10b.3
better 26c.4
between 14k.4
beware 10b.6
bewilder 12g.5
beyond 14k.1.3
Bible 15c.4
bicep 23f.1
bicycle 11a.4
bicycle 34b.3.1
bicycling 34b.3
bid 10f.2
bid 42c.4
big 3a.3
bike 11a.4
bill 4L.4
billboard 15f.2
billion 3h.3
billow 2s.3
bin 22a.6
bind 22g.1
binoculars 8k.1
biography 15c.2
biologist 1k.1
biology 1L.2
birch 24b.1
bird 4j.1
birth 54a.1
birthday 51b.2
birthmark 23b.4
birthplace 18a.1
biscuit 6d.3
bishop 1w.1
bison 4e.3
bit 3f.1
bite 6m.1
bitter 6L.2
bitterness 5e.2
bitterness 6L.2.1
bituminous 29c.1
black 58a.1
blackboard 15g.3
blacken 41a.2
blacken 38c.2
blacksmith 1n.1
blade 8f.3
blame 10b.8
blank 55b.4
blanket 30f.1
blare 19c.3
blast 2s.4
blast off 2o.2
blaze 52c.1
bleak 20b.5
bleak 41a.3
bleat 19d.1
bleed 23i.3
blend 6k.2
blessing 10d.6.1
blight 28b.3
blimp 11d.2
blind 37b.3
blindfold 53a.4
blindness 37b.3.1
blink 53b.3
bliss 10d.6
blizzard 40b.1
block 32c.2
blonde 58a.2
blood 23i.1
bloodshed 33c.2
bloom 54b.4
blossom 24d.1
blot 38c.2
blouse 17c.1
blow 60d.1
blubber 23b.1
blue 58a.1
blueberry 6i.3
bluebird 4j.1
blueprint 15e.1
bluff 20d.2
blunder 26a.2
blunt 32e.1
bluntly 31a.1
blur 38c.2
blurt 19c.3
board 22c.2
boast 10c.4
boat 11e.1
boathouse 21k.1
boatload 3e.5
body 23a.1
bog 16f.1
boil 6k.1
boil 16b.5
boiler 8d.2
bold 13n.3
bolt 8h.5
bomb 8n.2
bond 2v.1
bone 23j.1
bonnet 17d.1
bonny 5k.2
book 15c.1
bookcase 30d.4
booklet 15c.1
bookstore 21d.1
boomerang 8n.5
boost 2o.1
boot 17e.1
booth 21e.1
border 14b.1
boron 59a.3
borrow 36a.3
boss 1b.2
botanist 1k.1
both 3g.9
bother 5i.1
bottle 22a.8
bottom 14i.3.1
bough 24c.1
boulevard 11h.1
bounce 2n.1
boundary 14b.1
bounds 34c.1
bout 34a.2

bow 8n.5
bowl 8m.5
box 22a.3
box 34b.4.1
boxer 1d.4
boxing 34b.4
boy 9c.1
boyfriend 9e.2
boyhood 7f.3
brace 22d.3
bracelet 17g.5
bracket 22d.3
brag 10c.4
braid 17i.3
brain 23c.1
brake 8b.2
branch 24c.1
brand 15a.1
brand new 7g.4
Brazil 18b.4
brass 29a.1
brave 13n.3
bravery 13n.2
bravo 10k.1
bray 19d.1
bread 6d.3
breadbasket 22a.7
break 33a.3
breakwater 16i.4
breath 60d.1.1
breathe 60d.1
breathless 19a.5
breed 54a.5
breeze 40b.3
brew 6k.1
bribe 10e.1
brick 22d.1
bride 9n.7
bridge 11h.5
bridle 4n.1
brief 7j.5
brier 24d.4
brigade 25d.2
bright 38a.4
brighten 38b.2
brightness 38a.3
brilliant 38a.4
brilliant 12k.1.1
brim 14b.1
bring 2i.1
brink 14b.1
brisk 7j.4
brittle 57a.2
broadcast 10c.3
broadly 3j.1
broadside 14c.2
broke 28e.2
bromine 59a.3
bronco 4e.2
bronze 29a.1
brood 25b.3
brook 16f.1
broom 41c.1
broth 6h.3
brother 9n.6
brotherhood 25b.4
brow 23e.2
brown 58a.1
brownie 6c.2
bruise 23b.4
brunch 6a.1
brunette 58a.2
brush 15g.2
brush 17g.4
brush 41c.1
bubble 16b.5
buck 4o.3
bucket 22a.8
buckle 17g.3
buckskin 17k.3
bud 24d.1
buddy 9e.1
budge 2n.1
buffalo 4e.7
bug 4k.1
buggy 11a.6
build 22f.3
builder 1p.1
building 21a.1
bulb 24d.2
bulb 38d.4
bulge 2s.3
bull 4e.7
bulldog 4b.3
bulldozer 11b.1
bullet 8n.2
bulletin 15f.2
bully 9g.3
bump 23b.4
bumpy 57a.4
bun 6d.3
bunch 25a.4
bundle 25a.4
bunker 30d.4
bunkhouse 21b.4
bunny 4d.1
bunt 34c.4
bureau 30d.4
burglar 9g.5
burial 54a.4
burn 37e.1
burn 52c.3
burner 52e.1
burp 19c.2
burro 4e.2
burrow 8g.5
burst 2s.4
bury 8g.5
bus 11a.3
busboy 1aa.1
bush 24a.1
bushel 3e.5
bushman 9i.2
business 1L.1
businessman 1o.1
businesswoman 1o.1
buster 9a.1
busy 13b.6
but 27d.1
butcher 1n.2
butler 1z.1
butt 44a.2
butter 6f.1
butterfly 4k.1
button 17b.1
buy 28d.2
buyer 1m.1
buzz 19d.1
by 14k.4
by 39b.1
by comparison 27d.2
by far 3k.2
by way of contrast 27d.2

C

cab 11a.3
cabbage 6j.2
cabin 21b.1

cabinet 30d.4
cable 8h.4
caboose 11a.5
cackle 19d.1
cafe 21d.3
cafeteria 21d.3
cage 21c.2
cake 6c.2
calcium 29a.4
calculate 12d.3
calculation 12d.3.1
calendar 7b.1
calf 4d.1
calico 17k.3
California 18c.1
call 10f.2
calm 5L.3
calves 23g.2
camel 4e.7
camera 8k.2
camp 18a.4
campaign 51c.1
camper 1f.1
campfire 52c.1
can 50c.1
Canada 18b.4
canal 16i.4
canary 4j.1
cancer 37b.1
candidate 1c.1
candidly 31a.1
candle 38d.2
candlelight 38a.1
candy 6c.3
cane 17g.2
cannon 8n.3
cannot 46a.1
canoe 11e.7
canopy 30e.2
can't 46a.1
canter 4o.3
canvas 22b.2
canyon 20c.1
cap 17d.1
capability 5r.1
cape 17f.2
capillary 23i.2
capital 18a.3
capital 28c.1
capitalization 35a.3
capitalize 15i.4
capitol 18a.3
capsule 22a.2
caption 15a.2
captive 1t.1
capture 36e.3
car 11a.1
caravan 51b.3
caravel 11e.6
carbohydrate 59a.3
carbon 29a.3
carbonate 29a.5
carcass 23a.1
cardboard 22b.3
cardinal 1w.1
cards 34f.1
care 5o.1
career 1a.2
careful 13p.1
careless 13o.1
cargo 22a.5
caribou 4e.1
carol 15d.2
carpenter 1x.1
carpet 30e.2
carnation 24d.3
carnival 51b.4
carnivorous 6n.3
carriage 11a.6
carrier 11e.3
carrot 6j.1
carry 2i.1
cart 11a.6
cartilage 23j.2
carton 22a.1
cartoon 47a.2
cartridge 22a.2
cartwheel 34d.2
carve 8g.3
cascade 16b.2
case 22a.3
cash 28c.1
cashew 6j.4
cashier 1s.1
cask 22a.6
cast 2j.1
cast 37f.3
caste 25c.5
casual 13c.1
cat 4b.1
catalogue 15c.1
catch 2j.2
catch 44b.1
catcher 1d.3
category 3f.6
caterpillar 4k.2
catfish 4h.2
cathedral 21i.1
catsup 6g.2
cattle 4e.3
cause 39a.2
caution 13p.1.1
cautious 5b.3
cautious 13p.1
cave 20c.1
cavern 20c.1
cavity 20c.2
caw 19d.1
cease 2f.1
cedar 24b.1
ceiling 30b.2
celebration 51b.2
celebrity 9k.1
celery 6j.1
cell 21c.2
cellar 30a.1
cellophane 22b.3
cellulose 59a.2
cement 22d.1
cemetery 21h.2
census 3d.3
cent 28c.2
centigrade 52a.1
centennial 7d.3
center 14f.3
centimeter 3e.1
central 14f.3.1
century 7d.3
ceramic 22d.1
cereal 6d.2
cerebellum 23c.3
cerebrum 23c.3
ceremony 51b.2
certain 13e.1
certain 42c.1
certainly 31a.1
chafe 8g.2
chain 8h.4
chair 30d.3
chairman 1b.3

chalk 15g.2
chalkboard 15g.3
chamber 30a.1
champion 9k.1
championship 34a.2
chance 42c.3
change 27c.3
change 39a.4
channel 16i.4
chant 19c.3
chapel 21i.1
chapter 35b.1
character 9a.1
characteristic 5r.3
charcoal 29b.2
charge 7j.3
chariot 11a.6
charity 13a.1
charm 10d.2
chart 15e.1
charter 15h.2
chase 2h.2
chasm 20c.4
chat 10a.2
chatter 19c.6
cheap 28e.1
check 28c.3
checkers 34f.1
cheek 23c.2
cheep 19d.1
cheer 19c.1
cheerful 5k.2
cheese 6f.1
chef 1aa.1
chemical 59a.1
chemist 1k.1
chemistry 1L.2
cherish 5o.1
cherry 6i.3
chess 34f.1
chest 23a.2
chestnut 6j.4
chew 6m.1
Cheyenne 18d.1
Chicago 18d.1
chick 4d.1
chicken 4j.3
chief 1c.4
child 9d.2
childhood 7f.3
chill 52a.2.1
chime 19b.2
chimney 30b.1
chimpanzee 4g.1
chin 23c.2
china 18b.4
chinaware 8m.6
chinook 40b.3
chipmunk 4f.3
chips 6d.4
chirp 19d.1
chisel 8e.7
chivalrous 13a.8
chlorinate 59a.3.1
chlorine 59a.3
chlorophyll 24c.2
chocolate 6c.4
choice 12j.1.1
choke 60c.1
choose 12j.1
chop 8g.1
choppy 57a.4
chopsticks 8m.1
chore 1a.3
chorus 25b.2
chow 6a.1
chrysanthemum 24d.3
chuckle 19c.4
chug 19e.2
chum 9e.1
chunk 3f.5
church 21i.1
churn 6k.2
chute 11h.7
cicada 4k.1
cider 6h.1
cigar 6o.1
cigarette 6o.1
Cincinnati 18d.1
cinder 52d.1
cinnamon 6g.2
circle 32b.1
circuit 32b.2
circular 32b.3
circulate 23i.3
circulation 2x.1
circulation 23k.1.1
circulatory 23k.1
circumference 3d.2
circumstance 51a.3
circus 51b.4
cirrocumulus 40c.1
cirrostratus 40c.1
cirrus 40c.1
citizen 9i.3
citrus 24b.1
city 18a.3
civic 9o.3.1
civil 13a.8
civilization 25c.5
civilize 5L.3
clad 17j.3
claim 10c.4
clam 4i.3
clamber 2o.2
clamp 8h.2
clang 19e.2
clank 19e.1
clap 44c.1
clarinet 47c.1
clarity 38e.1
clash 33a.4
clasp 44b.1
class 25b.4
classic 43c.2
classification 25a.1
classify 25a.5
classmate 9e.1
classroom 21f.1
clatter 19a.3
claw 4L.5
clay 29e.1
clean 41b.1
cleaner 41c.1
cleanliness 41b.2
clear 38a.4
clearing 20a.2
clearly 31a.1
clench 44b.1
cleft 20c.3
clerk 1y.1
Cleveland 18d.1
clever 12k.4
cleverly 31g.1
click 19e.1
cliff 20d.1
climate 40a.1
climax 47a.3
cling 44b.3
clinic 21h.1

clink 19e.2
clipper 8e.5
cloak 17f.2
clock 7b.1
clockwise 2k.7
clod 29e.1
clog 2f.5
clop 19e.1
close 2u.1
close 14k.2.
closeness 14k.2
closet 30a.1
closure 2r.1
cloth 17k.1
clothes 17a.1
clothespin 8h.2
clothing 17a.1
cloud 16d.3
cloud 40c.1
clover 24e.4
cloves 6g.2
clown 1h.2
club 25b.4
cluck 19d.1
clue 12d.5
clump 25a.4
clumsy 43a.4
cluster 25a.4
clutch 44b.1
clutter 41a.1
coach 1d.5
coach 12g.2
coal 29b.2
coarse 57a.3
coast 16g.2
coastal 20b.3
coat 17f.1
coax 10e.2
cob 24e.2
cobalt 29a.3
cobbler 1n.1
cobblestone 29b.2
cock 4j.3
cockpit 11f.4
cockroach 4k.2
cocoa 6c.4
coconut 6i.5
cocoon 4m.2
cod 4h.2
code 35c.2
coffee 6h.1
coin 28c.2
coke 29a.5
cold 37b.2
cold 52a.2
collapse 2p.1
collar 4n.1
collar 17b.3
collect 25a.5
collection 25a.1
collective 25a.1.2
collector 25a.1.1
college 21f.1
collide 33a.4
collie 4b.3
collision 33a.1
cologne 17g.6
colon 35a.3
colonial 7f.5
colonist 9i.1
colony 18a.3
color 15i.3
color 58a.3
Colorado 18c.1
colorful 58a.3.1
colorless 58a.3.1
colossus 3a.3.1
colt 4d.1
Columbus 18d.1
comb 17g.4
combat 33c.1
combination 25a.2
combine 2v.2
combustion 52c.1
come 2g.7
comedy 15b.2
comfort 5L.1
comfortable 5L.5
comfortable 56a.2
comet 20h.5
comic 1h.2
comma 35a.3
command 10g.2
commandment 15h.1
comment 10a.1
commerce 28c.1
commercial 15f.2
commission 25e.1
commit 2d.1
committee 25e.1
common 7k.1
common 42a.2
commonwealth 25c.1
commotion 19a.3
communicate 10a.2
communist 9o.1
community 25c.5
compact 3a.2
comparative 27a.3
comparison 27c.1
compartment 22a.2
compass 3c.1
compete 34a.2.1
competition 34a.2
complain 10b.2
complaint 10b.5
complete 2e.1
complete(ly) 3k.1
completion 2e.1.1
complex 55b.1
complexion 23b.1
compose 12d.1
composer 1g.2
composite 25a.2
composition 15b.1
compound 25a.2
compound 59a.1
comprehend 12d.2
compress 2r.2
compression 2r.1
compressor 8b.2
compulsive 13b.7
compute 12d.1
computer 8L.2
comrade 9e.1
concave 32b.3
concede 36b.2
conceit 13b.2
conceivably 31b.1
concentration 12f.1
concern 5d.2
concert 47b.2
conclude 12d.2
conclusion 39a.1
concord 27a.2
concrete 22d.1
concurrently 7i.4
condemn 10b.8
condensation 16d.2
condense 2r.2

conduct 47b.5
conductor 1g.2
conductor 47b.5.1
cone 32b.1
confederacy 25c.1
confederate 9o.1
conference 25e.2
confess 10h.1
confide 10h.1
confidence 13e.1.1
confident 13e.1
conflict 33c.1
confront 10b.6
confuse 12g.5
confusion 5n.3
congregation 25e.3
congress 25c.3
congressman 1c.1
congresswoman 1c.1
congratulate 10d.4
congratulations 10d.3
congruent 42a.2
conjunction 35b.4
connect 2v.2
Connecticut 18c.1
connection 2v.1
conquer 36d.1
conquest 36d.3
conscience 12a.1
conscious 12e.1
consent 10g.4
consequence 39a.1
consequently 39b.2
consider 12a.3
consideration 13a.2
console 5L.4
consonant 35b.2
constant 7k.1
constellation 20h.4
constitution 15h.2
constitutional 15h.2.1
construct 22f.3
construction 21a.1
construction 22f.1
consul 1c.1
consult 10f.2
consume 6m.2
contact 44a.1.1
container 22a.1
contaminate 41a.1.1
contemplation 12a.1
contemporaneously 7i.4
content 5L.5
contentment 5L.1
contest 34a.2
contestant 1d.2
context 51a.3
continent 18b.2
continental 18b.2.1
continual 7k.1
continue 7k.7
continuous 7k.1
contract 15h.2
contraction 2r.1
contractor 1p.1
contraption 8a.2
contrariwise 27d.2
contrastingly 27d.2
contribute 33d.1
contribution 28a.4
control 10g.5
convenience 56a.1
convenient 56a.2
convent 21i.1
convention 25e.2
conversation 10a.3
converse 10a.2
conversely 27d.2
convert 10e.1
convex 32b.3
convey 10c.2
conveyor 11b.3
convince 10e.1
cook 6k.1
cookbook 15c.3
cookie 6c.2
cool 52a.2
coop 4m.1
cooperate 10g.4
copilot 1v.1
copper 29a.1
copra 6i.5
copy 15i.2
copy 27a.6
coral 29b.1
cord 8h.4
cork 22b.1
corkscrew 8m.4
corn 6j.3
corner 14b.1
cornerstone 22d.1.1
cornfield 20f.1
corps 25d.2
corral 4m.1
correct 10b.6
correct 26a.3
correctly 31f.1
correspond 10a.2
correspondence 15f.1
corridor 30a.2
cosmetics 17g.7
cost 28b.2
costly 28e.1
costume 17a.1
cot 30d.5
cottage 21b.1
cotton 17k.3
cottonwood 24b.1
couch 30d.3
cougar 4b.1
cough 19c.2
could 50c.1
couldn't 46a.1
council 25e.1
councilor 1c.1
counselor 1i.2
counselor 1y.1
count 49d.1.2
countdown 3d.3
counter 30d.2
counterclockwise 2x.7
countless 3g.4
country 18b.1
country 25c.2
countryman 9i.4
couple 3g.9
courage 13n.2
courageous 13n.4
course 11h.8
court 21g.2
courteous 13a.8
courtesy 13a.2
courtyard 20g.1
cousin 9n.9
cove 16f.3
cover 22b.1
cover 30f.1
cow 4e.3
cowboy 1f.3
cower 5c.1

cowgirl 1f.3
cowhand 1f.3
coyote 4b.2
cozy 5L.5
crab 4i.2
crack 20c.3
cracker 6d.4
crackle 19e.2
cradle 30d.5
craft 1a.2
craftsman 1a.1
crag 20d.2
cram 2r.3
cramp 2r.3
cranberry 6i.3
crane 4j.4
crank 8j.2
crash 33a.1
crate 22a.3
crater 20c.4
crave 5q.1
crawl 48b.1
crayfish 4i.2
crayon 15g.2
crazy 13o.1
creak 19e.1
cream 6f.1
crease 20c.3
create 12d.1
creative 12k.5
creature 4a.1
credit 28a.6
creek 16f.1
creep 48b.1
cremation 54a.4
crest 20d.2
crevasse 20c.4
crevice 20c.4
crew 25b.5
crib 30d.5
cricket 4k.2
crime 26a.2
criminal 9g.5
crimson 58a.1
crinkle 2r.4
cripple 37e.2
crisis 40d.2
crisp 57a.3
crisscross 32d.1
critic 1e.2
critical 26c.1
criticism 10b.5
criticize 12j.2
critter 4a.1
croak 19d.1
crocodile 4c.3
crooked 32d.2
crop 6b.2
croquet 34b.2
cross 32d.1
crossroad 11h.2
crouch 2q.1
crow 4j.1
crowbar 8e.3
crowd 25b.1
crown 17d.1
crude 29c.1
cruel 5f.1.1
cruelty 5f.1
cruise 11g.1
crumb 3f.5
crumble 2r.4
crumple 2r.4
crunch 19e.1
crush 33a.3
crystal 29b.1
cry 19c.5
cub 4d.1
cube 32c.2
cubic 32c.2.1
cuckoo 4j.2
cucumber 6j.1
cuff 17b.3
culminate 2e.1
cult 25c.6
cultivate 29f.1
cultivation 29f.1.1
culture 25c.5
cumulonimbus 40c.1
cumulus 40c.1
cuneiform 35c.1
cunning 12k.1.1
cunningly 31g.1
cup 8m.5
cupboard 30d.4
cupcake 6c.2
cupful 3e.5
curb 30c.1
cure 33d.6
curious 13p.1
curiosity 12f.1
curiously 31c.1
curl 32b.2
current 7g.4
current 16f.4
curry 6g.2
curse 10b.4
curtain 30e.2
curtsy 48e.1
curvature 32b.2
curve 32b.2
cushion 30f.1
custard 6c.3
custodian 1r.1
custom 12L.1
customary 7k.1
customary 42a.2
customer 1m.1
cut 8g.4
cute 43c.1
cutter 1f.5
cycle 7d.1
cyclone 40b.3
cylinder 32b.1
czar 1c.3

D

dab 44a.2
dad 9n.3
daddy 9n.3
daffodil 24d.3
dagger 8f.2
daily 7k.5
dainty 43d.1.1
dairy 21L.1
daisy 24d.3
dale 20e.1
Dallas 18d.1
dam 16i.4
damage 33a.3
dame 9b.1
damp 16b.8
dance 47b.3
dance 48a.1
dancer 1h.1
dandelion 24d.3
dandy 26c.4
danger 56b.2

dangerous 56b.3
dangle 2b.2
dare 10b.10
dark 38c.1.1
darken 38c.2
darken 41a.2
darkness 38c.1
darling 9e.2
darn 17i.2
dart 8n.5
dash 7j.3
data 3h.2
date 7a.1.1
daughter 9n.6
dawn 7c.1
day 7c.1
daydream 12e.3
daylight 38a.1
daytime 7a.1
daze 12e.3
dazzle 38b.1
deacon 1w.1
dead 54a.3.1
deadly 33b.4
deaf 37b.3
deafening 19a.5
dear 26c.6
death 54a.1
debate 10b.5
debt 28b.2
decade 7d.3
decay 6k.3
deceive 10b.3
December 7e.1
decide 12j.1
decimal 3h.2
decimeter 3e.1
decision 12j.1.1
deck 11f.3
declaration 10a.1
declare 10c.4
decline 10g.7
decorate 30e.1.1
decoration 30e.1
decrease 3g.7
dedicate 10d.6
deep 32f.2
deepen 32f.3
deeply 3k.2
deer 4e.1
deerskin 4L.1
defeat 36d.1
defend 33d.7
defendant 1y.1
defense 34c.5
defensive 5m.2
define 12i.2
definite 42c.1
definitely 31a.1
definition 12i.1
degree 3e.4
Delaware 18c.1
delay 2b.4
delegate 1c.1
deliberate 12a.3
delicacy 6b.1
delicate 57b.4
delicious 6L.2
delight 5k.1
delightful 26c.4
delightfully 31e.1
deliver 2i.7
delta 16f.2
demand 10g.2
democracy 25c.1
democratic 9o.3
demon 9f.4
demonstrate 10c.1
demonstration 10a.1
den 30a.1
denominator 49c.2
denounce 10b.8
dense 32f.2
density 32f.2.1
dent 33a.2
dentist 1u.1
Denver 18d.1
deny 10g.7
depart 2g.4
department 3f.6
departure 2g.1
dependability 13b.1
dependable 13b.5
dependent 13d.2
deposit 2i.7
depot 21j.1
depress 5i.1
depth 32f.2.1
derby 34a.2
derive 12d.1
derrick 11b.3
descend 2p.1
descendant 9n.2
descent 2p.1.1
describe 10c.1
deserve 5q.1
design 12d.1
design 17i.1
designer 1g.1
desirable 26c.3
desire 5q.1
desk 30d.2
Des Moines 18d.1
desolate 20b.5
despair 5h.1
desperate 5b.3
desperation 5b.1
despise 5e.3
despite 27d.4
dessert 6a.3
destination 2g.1.1
destroy 33a.3
destroyer 11e.3
destruction 33c.2
destructive 5f.2
detail 25d.2
detect 12g.3
detective 1j.1
determination 13b.2
determine 12d.2
detour 11h.1
Detroit 18d.1
develop 22f.4
develop 27c.3
developed 20b.4
development 22f.4.1
development 51a.1
device 8e.1
devil 9f.4
devote 5o.3
devotion 13n.1
devour 6m.2
dew 16d.1
dewdrop 16d.1
diagonal 14c.1
diagram 15e.1
dial 8i.1
dialect 35a.2
dialogue 10a.3
diameter 3d.2

diamond 29b.1
diaphragm 23h.1
diary 15f.1
dictation 1c.4
dictator 1c.4
diction 35a.2
dictionary 15c.4
did 50b.1
die 54a.3
diesel 8b.3
diet 6b.4
differ 27c.2.1
difference 27c.1
different 27c.2
difficult 56a.3
difficulty 56a.1
diffusion 2s.1
dig 8g.5
digest 23i.3
digestion 23k.1.1
digestive 23k.1
digger 1f.2
digit 3h.2
dignify 5o.3
dignitary 1c.1
dike 16i.4
diligent 13b.7
dilute 16b.7
dim 38e.2
dime 28c.2
diminish 2r.2
dine 6m.2
dingo 4b.2
dingy 41a.3
dinner 6a.1
dinnertime 7a.1
dinosaur 4c.2
dioxide 59a.2
dip 2p.3
diphtheria 37b.1
dipper 8m.3
direct 10g.5
direction 10g.1
direction 12g.1
direction 14a.1
director 1b.2
directory 25a.1
dirigible 11d.2
dirt 29e.1
dirty 41a.3
disagree 10b.1
disagreeable 5g.1
disappear 2g.5
disappoint 10b.3
disappointingly 31e.1
disappointment 5h.1
disarray 55b.2
disaster 40d.2
disastrous 40d.2.1
disbelief 5j.1
discard 36a.2
discontent 5d.3
discharge 2s.4
disconnect 2w.1
discount 10b.1
discourage 10e.1
discover 12g.3
discoverer 1k.2
discovery 12d.5
discuss 10a.2
discussion 10a.3
disdain 5e.1
disease 37a.1
disgrace 10b.9
disguise 10b.3
disgust 5e.1
dish 8m.6
dishonest 13m.1
dishwasher 1aa.1
disk 32b.1
dislike 5e.1
disloyalty 13n.1.1
dismal 41a.3
dismay 5h.1
dismiss 36a.2
disobey 10b.1
disorder 55b.2
dispatch 2i.4
displace 36a.2
display 53a.6
displease 5e.4
dispose 36a.2
dissatisfied 5d.3
dissolve 16b.5
distance 14a.1
distant 14k.1
distinct 55a.1
distinctive 55a.1
distract 53b.5
distress 5h.1
distribute 2i.7
district 20a.3
disturb 5i.1
disturbance 33c.1
disturbingly 31e.1
ditch 20c.2
dive 16b.6
diver 1d.4
divide 49d.1.2
dividend 28a.6
divine 13j.1
divisible 49d.1.1
division 49d.1
divisor 49c.2
dizzy 37c.2
do 2d.1
do 50b.1
dock 16i.3
doctor 1u.1
document 15g.1
doe 4e.1
does 50b.1
doesn't 46a.1
dog 4b.3
doggie 4b.3
doghouse 4m.1
dogsled 11c.1
doing 50b.1
dollar 28c.2
dolphin 4h.1
dolt 9g.2
dome 30b.3
domestic 30e.5
dominate 10g.5
dominant 13e.1
dominion 18a.6
don 17i.1
done 50b.1
donkey 4e.2
don't 46a.1
doodle 15i.1
doom 40d.2
doorbell 19b.2
doorknob 8i.1
doorway 30a.2
dose 37f.2
dot 3f.1
double 3g.9
doubt 5n.3
doubtful 42c.2
doubtless 31b.1
dough 6g.1
doughnut 6c.2

dove 4j.2
down 14j.2
downfall 40d.2
downhill 14j.2
downpour 40b.2
downstairs 14j.2
downstream 16h.1
downtown 14j.2
downward 14j.2
doze 12e.4
dozen 3g.5
draft 15i.3
drag 2k.1
dragon 4c.2
dragonfly 4k.1
drain 16b.3
drake 4j.7
draw 15i.3
drawbridge 11h.5
drawer 30d.4
drawing 15e.1
dreadful 26d.2
dream 12e.3
dreary 41a.3
dredge 11b.1
drench 16b.7
dress 17c.3
drift 16b.6
drill 8e.2
drink 6m.3
drip 16b.1
drive 11g.1
driver 11g.2
driveway 11h.4
drone 4k.1
droop 2p.3
drop 2p.2
droplet 16d.1
dropper 22a.4
drought 40d.1
drown 16b.6
drowsy 12e.2
drug 37f.2
drugstore 21d.1
drum 47c.1
drummer 1g.2
dry 16b.8
duchess 1c.3
duck 4j.7
duckbill 4L.4
duckling 4d.1
dues 28b.2
duet 47b.4
duke 1c.3
dull 32e.1
dull 38e.2
Duluth 18d.1
dumb 12k.1.2
dump 2p.2
dune 20d.1
dungeon 21c.2
duplicate 27a.6
durability 57b.1
duration 7k.3
dusk 7c.2
dust 29e.2
duty 13b.3
dwarf 9j.1
dwell 54a.2
dweller 9i.2
dwelling 21b.1
dwindle 2r.2
dye 58b.1
dynamite 8n.4

E

each 3i.1
each 45e.1
eager 13b.6
eagerness 13b.1
eagle 4j.5
ear 23e.1
eardrum 23e.1
earl 1c.3
earlier 7g.1.1
earlobe 23e.1
early 7g.1
earn 28d.1
earnest 13b.7
earphone 19b.1
earth 20h.1
Earth 20h.3
earthquake 40d.1
earthworm 4k.2
ease 56a.1
east 14e.1
eastern 14e.1.1
eastward 14e.1.1
easy 56a.2
eat 6m.2
ebb 16b.3
eclipse 20h.6
economics 28c.1
economy 28c.1
ecstasy 5j.1
edge 14b.1
edition 15c.6
editor 1q.1
educate 12g.2
education 1L.1
eel 4i.1
eerie 5b.3
effect 39a.1
effective 39b.4
efficient 13b.4
egg 6f.1
eight 3h.3
eighteen 3h.3
eighteenth 3h.1
eighth 3h.1
eightieth 3h.1
eighty 3h.3
either 45e.1
either 3i.1
either…or 27d.3
elaborate 55b.1
elbow 23f.1
elder 9d.3
elect 51c.2
election 51c.1
electric 61a.1.1
electrical 61a.1.1
electricity 61a.1
electromagnetic 61a.1.1
electron 61b.2
electronic 61a.1.1
electroscope 8k.1
elegant 43c.2
element 3f.3
elementary 26c.1
elevate 2o.1
elevator 11b.3
eleven 3h.3
eleventh 3h.1
elf 9f.1
elk 4c.1
elm 24b.1
else 27d.2
else 39b.3
elsewhere 14d.1
elves 9f.1

embankment 20d.2
embarrass 10b.9
embarrassment 5d.1
ember 52d.1
emblem 30e.3
embrace 44b.3
embroider 17i.3
embroidery 17i.3.1
embryo 9d.1
emerald 29b.1
emergency 40d.2
emotion 5a.1
empathize 5L.4
empathy 5L.2
emperor 1c.4
emphasis 35a.2
emphasize 10c.5
empire 18a.6
employ 1dd.2
employee 1a.1
employer 1b.2
employment 1a.2
empress 1c.4
empty 32g.1
enable 33d.3
enamel 58b.1
enchant 5j.3
encircle 2x.5
enclose 2x.5
encompass 2x.5
encounter 2v.6
encourage 10d.2
encyclopedia 15c.4
end 2e.1
end 14f.1
endanger 56b.2.1
endeavor 51a.2
endless 7k.1
endpoint 14f.1
endurance 54b.1
endure 54b.2
enemy 9g.3
energetic 13b.6
enforce 10g.5.1
engine 8b.1
engineer 1k.1
engrave 15i.3
enjoy 5o.1
enjoyable 5k.2
enjoyment 5k.1
enlarge 2s.2
enlighten 12g.2
enlist 10e.1
enliven 5j.3
enormous 3a.3
enough 3j.4
enough 45e.1
enrage 5e.4
enrich 33d.4
enter 14h.4
entertain 5k.3
entertainer 1h.3
entertainment 51b.5
enthrall 5j.3
enthusiasm 13b.2
enthusiastic 13b.6
entire 3g.3
entire(ly) 3k.1
entitle 15a.1.1
entrance 30a.2
entrust 5o.3
envelope 15f.1
environment 40h.2
environment 51a.3
envy 5m.1
enzyme 37d.1
epidemic 37a.2
equal 27a.3
equality 27a.1
equally 27b.2
equation 49c.1
equilateral 32c.1.1
equip 8a.1.1
equipment 8a.1
equivalent 27a.3
eraser 15g.2
erect 32h.1
error 26a.2
erupt 2s.4
escalator 11b.3
escape 36b.1
escort 33d.5
especially 3j.3
essential 26c.1
essentially 31a.1
establish 22f.3
establishment 21a.2
estate 21b.2
estimate 12d.4
etch 15i.3
eternal 7k.1
eternity 7f.2
euphemism 15a.1
evaporate 16b.5
evaporation 16d.2
eve 7c.2
evening 7c.2
event 51a.1
eventual 7h.2.1
eventually 7h.1
evergreen 24b.1
every 3i.1
everybody 45e.1
everyday 7f.1
everyone 45e.1
everything 45e.1
everywhere 14d.1
evidence 12d.5
evident 42a.2
evidently 31a.1
evil 26d.2
evolve 54b.4
exact 27a.3
exactly 3j.2
exaggerate 10b.3
exaggeration 10b.11
examination 10f.3
examination 12c.1
examine 12c.2
exasperate 5i.1
excavate 8g.5
exceedingly 3k.1
excellent 26c.5
except for 27d.4
exceptional 26c.5
exceptionally 3k.1
exchange 36a.3
excite 5j.3
excitement 5j.1
exclaim 10c.4
exclamation 10a.1
exclamatory 35b.3
exclusively 3j.2
excrete 16b.1
excursion 2g.2
excuse 10g.3
exercize 34d.1
exhale 60d.1
exhausted 37c.1.1
exhaustion 37c.1

exhibit 10c.1
exist 54a.2
existence 54a.1
expand 2s.2
expanse 20a.2
expansion 2s.1
expect 5q.1
expectant 13f.1
expedition 2g.2
expense 28b.2
expensive 28b.1
experience 51a.1
experiment 12c.1
experimentation 12c.1
expert 9L.1
explain 10c.1
explode 2s.4
exploit 10g.5.1
exploration 2g.3.1
explore 12c.2
explorer 1k.2
explosion 2s.1
explosives 8n.4
exponent 49c.2
export 2i.8
expose 10c.1
expression 10a.1
expressway 11h.1
extension 2s.1
extensive 3g.4
extent 3g.1
exterior 14b.1
extinct 7f.5
extinguisher 52e.1
extra 3g.5
extract 36e.1
extraordinary 26c.5
extreme(ly) 3k.1
eye 23e.2
eyebrow 23e.2
eyeglasses 17d.2
eyelash 23e.2
eyelid 23e.2
eyepiece 8k.1

F

fable 15b.2
fabric 17k.1
fabulous 26c.5
face 23c.2
fact 12d.5
factor 3f.3
factory 21e.2
fade 2r.2
Fahrenheit 52a.1
fail 26b.1.1
failure 26b.1
failure 36d.4
faint 38e.2
fair 13n.7
fair 51b.4
fairness 26a.6
fairy 9f.1
faith 5n.1
faithful 13n.5
falcon 4j.5
fall 7d.2
fall 2p.1
false 26a.5
falsehood 10b.11
falter 2b.3
fame 42a.3
familiar 42a.1
family 9n.1
family 25c.6
famine 37a.2
famous 42a.1
fanatical 13o.1
fancy 55b.1
fang 23d.1
fantasize 12e.6
fantastic 26c.5
fantasy 12e.3
far 14k.1.1
faraway 14k.1.1
fare 28b.1
farewell 10k.3
farm 21L.1
farmer 1f.4
farmhouse 21b.1
farmland 20f.1
fascinate 5j.2
fashion 17a.2
fashionable 17j.2
fast 7j.4
fasten 2v.7
fat 43d.2
fatal 33b.4
fate 13g.1.1
father 9n.3
fatigue 37c.1
faucet 16c.2
faulty 26d.2
favor 5o.1
favorite 26c.2
fawn 4d.1
fear 5b.1
fearful 5b.3
fearless 13n.3
feast 6a.2
feat 51a.2
feather 4L.3
February 7e.1
federal 25c.4
federation 25c.1
fee 28b.1
feeble 43a.5
feed 6m.2
feel 44a.1
feeling 5a.1
feldspar 29a.4
feline 4a.2
fellow 9a.1
felt 17k.3
female 9b.2
fence 30c.2
fence 34b.4.1
fencing 34b.4
ferocious 5f.2
ferry 11e.2
fertilize 29f.1
festival 51b.2
fetch 2i.3
feudal 9o.2
feudalism 9o.2
fever 37b.2
feverish 13o.1
few 3g.10
fez 17d.1
fiber 17k.2
fiction 15b.2
fiddle 47c.2
field 20f.1
fielder 1d.3
fiend 9g.5
fierce 5f.2
fife 47c.1
fifteen 3h.3

fifteenth 3h.1
fifth 3h.1
fiftieth 3h.1
fifty 3h.3
fig 6i.2
fight 33c.1
fighter 1d.4
figure 32a.1
filament 38d.4
filbert 6j.4
file 25a.1
fill 32g.1.1
film 8k.2
filter 2f.5
filth 41a.1
filthy 41a.3
fin 4L.5
finance 28c.1
finch 4j.2
find 36f.1
fine 26c.4
finger 23f.2
fingernail 23f.2
finish 2e.1
finite 3g.13
fir 24b.1
fire 52c.1
firearms 8n.1
firecracker 8n.4
firefly 4k.1
fireman 1j.1
fireplace 30b.1
fireproof 52b.1.2
firewood 52e.2
first 3h.1
fish 4h.2
fisher 1f.1
fisherman 1f.1
fishery 21L.1.1
fishhook 8h.1
fission 2r.1
fissure 20c.3
fist 23f.2
fit 17i.1
five 3h.3
fix 22f.5
fizz 19e.2
fjord 16f.2
flag 30e.3
flagpole 22d.3
flagship 11e.3
flake 16a.3
flame 52c.2
flannel 17k.3
flap 2L.2
flare 38d.1
flash 38b.1
flat 32h.1
flatboat 11e.7
flatly 31a.1
flatten 32e.2
flavor 6c.4
flaw 26a.2
flax 24d.3
flea 4k.1
fleck 3f.1
flee 36b.1
fleece 4L.1
fleet 7j.4
flesh 23b.1
flick 2j.1
flicker 52c.4
flier 1v.1
flight 2g.2
flimsy 57b.3
flinch 5c.1
fling 2j.1
flint 29a.3
flip 2j.1
flipper 4L.5
float 16b.6
flock 25b.3
floe 16a.4
flood 40d.1
floor 30b.2
flop 2q.2
flora 24a.2
Florida 18c.1
florist 1n.3
floss 41c.3
flounder 4h.2
flour 6g.1
flourish 54b.3
flow 16b.3
flower 24d.1
flue 30b.1
fluff 2s.3
fluid 16a.1
flurry 7j.2
flush 16b.3
flutter 2L.2
fly 4k.1
fly 4o.1
fly 11g.1
foam 16e.2
focus 38e.1
foe 9g.3
foggy 40e.1
foil 22b.3
fold 17i.1
folder 22a.1
folk 9a.1.1
follow 2h.2
food 6b.1
fool 9g.2
foolish 26d.5
foolishly 31g.1
foolishness 10b.11
foot 3e.1
foot 23g.1
football 34b.1
foothill 20d.1
for 39b.1
for all that 39b.2
forbid 10g.7
force 2t.1
force 10g.5.1
forecast 12d.3
forehead 23c.2
foreign 9i.3.1
foreigner 9i.3
foreman 1b.2
foremost 26c.2
foresee 12d.3
forest 20e.1
forester 1f.5
forever 7k.5.1
for example 27b.2
forge 22f.3
forget 12a.4
forgive 5o.3
forgiveness 13a.1
fork 8m.1
forlorn 5h.2
form 22f.4
form 32a.1
formal 43c.2
formation 32a.1.1
former 7g.3
formidable 57b.2
formula 49c.1
fort 21c.1
for the fact that 39b.1

fortification 21c.1
fortress 21c.1
fortunate 13g.1
fortunately 31d.1
fortune 28a.2
forty 3h.3
fossil 4a.2.1
foster 33d.3
foul 26d.4
foundation 25e.1
founder 1b.4
fountain 16c.1
four 3h.3
fourteen 3h.3
fourteenth 3h.1
fourth 3h.1
fowl 4j.3
fox 4e.8
fraction 49b.2
fractional 3g.13
fragile 57b.4
fragment 3f.3
fragrance 17L.1
frail 43a.5
frail 57b.4
frame 32a.3
framework 32a.3
France 18b.4
frankfurter 6d.5
frankly 31a.1
frantic 5b.3
frantic 13o.1
fraternity 25b.4
fray 33c.1
freckle 23b.4
free 28e.1
free 13d.1
free 36b.1
freedom 36h.3
freeway 11h.1
freeze 16b.5
freezer 8d.3
freight 22a.5
freighter 11e.2
frenzy 7j.2
frequent 7k.1
fresh 7g.4
Friday 7e.2
friend 9e.1
friendship 13n.1
fright 5b.1
frightful 5b.3
frighten 5b.2
frigid 52a.2
frolic 5k.4
from 14g.1
from 39b.1
front 14f.2
frontier 20a.3
frost 16a.4
froth 16e.2
frown 60a.1
fruit 6b.3
frustrate 5i.1
fry 6k.1
fuel 8c.1
fulfill 2e.1
full 32g.1
fully 3k.1
fumble 2p.2
fume 17L.2
fun 5k.1
fun 13i.1.1
fund 28a.5
fundamentally 31a.1
funeral 54a.4
fungus 24e.1
funnel 16c.2
funny 13i.1
fur 4L.2
furious 5e.5
furnace 8d.2
furnishing 30d.1
furniture 30d.1
furrow 8g.5
furry 57a.5
further 27b.2
furthermore 27b.2
fury 5e.2
fuse 2v.2
fuselage 11f.4
fusion 2v.2.1
fuss 7j.2
future 7f.2
fuzzy 38e.2

G

gadget 8a.2
gaggle 25b.3
gain 28a.6
galaxy 20h.2
gale 40b.3
gallant 13n.4
galleon 11e.6
gallery 21f.2
galley 11f.3
gallon 3e.5
gallop 4o.3
galvanometer 3c.1
gamble 42c.4
game 34a.2
gamesman 1f.1
gander 4j.7
gang 25b.1
gangplank 11f.3
gannet 4j.7
gantry 8j.4
gap 20c.3
gape 53b.4
garage 30a.1
garbage 41a.1
garbageman 1r.1
garden 20g.1
gardener 1f.4
gardenia 24d.3
gargle 6m.3
garlic 6g.2
garment 17a.1
gas 8c.1
gash 37e.1
gasoline 8c.1
gasp 19c.2
gate 30c.2
gather 25a.5
gathering 25e.3
gauge 3c.1
gaunt 43a.5
gay 5k.2
gaze 53b.4
gazelle 4e.1
gear 8b.2
gee 10k.1
gelatin 6g.1
gem 29b.1
gene 37d.1
general 7k.1
general 3j.1
generate 22f.3
generation 7d.1
generator 8b.2
generous 13a.7

genetic	37d.1.1
genius	9L.1
gentle	13a.3
gentleman	9c.2
gentlemen	9c.2
geographer	1k.1
geographic	20b.1
geographical	20b.1
geography	1L.2
geological	1L.2.1
geologist	1k.1
geology	1L.2
geometry	49a.1
Georgia	18c.1
geranium	24d.3
germ	37d.1
Germany	18b.4
germinate	54a.5
get	2i.3
get	36e.1
get to	50d.1
geyser	16f.1
ghost	9f.2
ghostly	26d.2
giant	3a.3
giant	9j.1
giddy	5k.2
gift	28a.4
giggle	19c.4
gill	4L.7
gimmick	34e.1
gin	6h.2
ginger	6g.2
gingerbread	6c.2
giraffe	4e.7
girl	9b.2
girlfriend	9e.2
give	2i.6
glacier	16a.4
glad	5k.2
glance	53b.3
gland	23j.3
glare	53b.4
glass	8m.5
glasses	17d.2
gleam	38a.2
glee	5k.1
gleeful	5k.2
glen	20e.1
glide	11g.1
glider	11d.2
glimmer	38a.2
glimpse	53b.3
glint	38a.2
glisten	38b.1
glitter	38b.1
gloat	5e.3
global	20h.1.1
globe	20h.1
gloom	38c.1
glorious	13j.1
glory	13n.6
gloves	17c.2
glow	38b.1
glower	53b.4
glue	22g.1
gnat	4k.1
gnaw	6m.1
gneiss	29a.5
go	2g.8
goal	34c.4
goat	4e.4
goatskin	4L.1
gobble	19d.1
goblin	9f.4
god	9f.3
goggles	17d.2
gold	29a.1
gold	58a.1
golden	58a.1
goldfish	4h.3
goldsmith	1n.1
golf	34b.2
gondola	11e.7
gong	19b.2
good	26c.4
goodby	10k.3
good-bye	10k.3
goodness	13a.1
goose	4j.7
gorge	6m.2
gorgeous	43c.2
gorilla	4g.1
gossip	9g.1
govern	10g.5
government	25c.3
governor	1c.1
gown	17c.3
grab	44b.1
grace	13b.2
graceful	43a.4
gracious	13a.8
grade	3e.4
graduation	51b.2
grain	6j.3
gram	3e.3
grammar	35a.1
grand	3a.3
grandchildren	9n.8
grandfather	9n.8
grandma	9n.8
grandmother	9n.8
grandpa	9n.8
grandparent	9n.8
grandson	9n.8
granite	29b.2
granny	9n.8
grant	28a.5
grape	6i.2
grapefruit	6i.4
grapevine	24e.2
graph	15e.1
graphite	29a.4
grass	24e.4
grasshopper	4k.1
grassland	20e.1
grate	8g.3
grateful	13a.4
gratitude	5o.2
grave	56b.3
gravel	29b.2
gray	58a.1
graze	4o.2
grease	8c.1
greasy	6L.4
great	3a.3
greatly	3k.2
greatness	26c.6.1
greed	5m.1
greedy	5q.2
green	58a.1
greenery	24a.2
greenhouse	21k.1.1
Greenland	18b.3
greet	10d.5
greeting	10d.1
greyhound	4b.3
grid	25a.3
griddle	8d.1
grieve	5h.3
grill	6k.1
grim	26d.4
grime	41a.1

grin 60a.1
grind 8g.3
grip 8i.1
grip 44b.1
grit 41a.1
groan 19c.5
grocer 1n.2
grocery 21d.2
groom 9n.7
groove 20c.3
grope 44a.1
grouch 9g.4
ground 29e.1
group 25a.1
grove 20e.1
grow 54b.4
grower 1f.4
growl 19d.1
grown-up 9d.3
growth 24a.2
grub 29f.1
grudge 5c.2
gruff 5g.1
grumble 19c.5
grumpy 5g.1
grunt 19d.1
guard 1t.2
guardian 9n.4
guess 12d.4
guest 9h.1
guide 33d.5
guilt 5d.1
guilty 5d.1.1
guilty 26a.5
Guinea 28c.2
gulch 20c.1
gulf 16f.3
gull 4j.7
gully 20c.1
gulp 19c.2
gum 6c.3
gums 23d.1
gun 8n.3
gunpowder 8n.4
gunwale 11f.3
guppy 4h.3
gurgle 19e.1
gush 16b.2
gusher 16f.1
gust 40b.3
gutter 30c.1
guy 9c.2
gym 21g.2
gymnast 1d.4
gypsy 9h.2

H

ha 10k.1
habit 12L.2
habitat 21b.1
habitual 7k.1
hack 8g.1
had 50b.2
had best 50d.1
had better 50d.1
hadn't 46a.1
hail 16a.2
hair 23b.3
hairline 23b.3
hale 37a.3
half 3g.9
halibut 4h.2
hall 30a.2
hallow 32g.1
hallucinate 12e.6
hallucination 12e.3
hallway 30a.2
halt 2f.1
ham 6e.1
hamburger 6d.5
hammer 8e.4
hammock 30d.5
hamster 4f.2
hand 23f.2
handful 3e.5
handicap 37a.1
handkerchief 17g.1
handle 8i.1
handsome 43c.1
handwriting 15i.6
handwritten 15i.6.1
hang 2b.2
happen 2d.2
happening 51a.1
happily 31d.1
happiness 5k.1
happy 5k.2
harbor 16i.1
hard 57a.2
harden 57a.6
hardly 3j.6
hardware 8a.2
hare 4f.1
hark 19a.4
harm 33b.2
harmful 56b.3
harmless 56b.4
harmony 27a.2
harness 4n.1
harp 47c.2
harpoon 8f.2
Harrisburg 18d.1
harrow 11b.1
harsh 19a.5
Hartford 18d.1
harvest 29f.1
has 50b.2
hasn't 46a.1
haste 7j.2
hasten 7j.3
hastily 7j.5.1
hasty 7j.5
hat 17d.1
hatch 54a.5
hatchet 8f.1
hate 5e.3
hatred 5e.1
haul 2k.1
haunch 23g.2
haunt 5b.2
have 36c.2
have 50b.2
haven 21b.1
haven't 46a.1
have to 50d.1
Hawaii 18c.1
hawk 4j.5
hay 24e.4
hazardous 56b.3
haze 16d.3
he 45a.1
head 23c.1
headache 37c.1
headdress 17d.1
heading 15a.2
headlight 11f.2
headline 15c.5
headlong 7j.5.2
headquarters 21e.1
headwaters 16f.2
heal 33d.6

health 43a.3
health 37a.3.1
healthful 37a.3
heap 25a.4
hear 19a.4
heart 23h.1
hearth 30b.1
heat 52a.3.1
heater 8d.2
heave 2j.1
heaven 18a.2
he'd 46e.1
hedge 30c.2
heel 23g.1
height 32f.1.1
heir 9n.2
Helena 18d.1
helicopter 11d.1
helium 59a.2
he'll 46c.1
hello 10k.3
helm 11f.3
helmet 17d.1
help 33d.1
helpless 13L.1
helter skelter 7j.5.2
hem 17b.2
hemlock 24b.1
hemoglobin 23i.1
hemp 24d.5
hen 4j.3
hence 39b.2
her 45b.1
herald 10c.4
herd 25b.3
herdsman 1f.3
here 14d.1
here's 46d.1
hermit 9g.4
hero 9k.1
heroic 13n.4
heroine 9k.1
herring 4h.2
hers 45b.1
he's 46d.1
hesitate 2b.3
hexagon 32c.1
hey 10k.1
hi 10k.3
hiccup 19c.2
hickory 24b.1
hidalgo 1c.2
hide 4L.1
hide 36f.2
high 14i.4
highland 20d.1.1
highly 3k.2
highness 1c.2
highway 11h.1
hike 48a.2
hill 20d.1
hillside 20d.2
hilltop 20d.2
hind 14f.1
hinge 8h.1
hint 10e.3
hips 23a.2
hire 1dd.2
hiss 19d.1
historian 1e.2
historic 7f.5
historical 7f.5
history 7f.5.1
hit 44a.3
hitch 2v.7
hitherto 7h.2
hive 4m.2
ho 10k.1
hoarse 19a.5
hobble 48a.3
hobby 34a.1
hockey 34b.1
hoe 8e.6
hog 4e.5
hogan 21b.1
hoist 2o.1
hold 44b.1
holder 22a.1
hole 20c.2
holiday 51b.1
Holland 18b.4
holler 19c.3
hollow 32g.1
holly 24d.4
holy 13j.1
home 21b.1
homeland 18a.1
homely 43c.3
homemade 30e.5
Homer 34c.4
homesick 5i.4
homespun 30e.5
homestead 21b.1
homeward 14k.3
homework 12c.3
hominy 6j.1
honest 13n.7
honest 26a.6.1
honestly 31a.1
honesty 26a.6
honey 6c.1
honk 19d.1
honor 13n.6
honorable 13n.5
hood 17d.1
hoof 4L.5
hook 8h.1
hoop 22d.4
hoot 19d.1
hop 48d.1
hope 5n.1
hopeful 5n.2
hopefully 31h.1
hopeless 5n.2
hopper 22a.6
horde 25a.4
horizon 20a.3
horizontal 14c.1
horn 19b.2
horneblende 29a.4
hornet 4k.1
horrible 26d.2
horrify 5b.2
horror 5b.1
horse 4e.2
horseback 4o.5
horseless 4o.5
horseman 1d.4
horseshoe 4n.1
hose 16c.2
hospital 21h.1
hospitality 13a.2
host 9c.2
hostess 9b.1
hostile 5e.5
hot 52a.3
hothouse 21k.1
hound 4b.3
hour 7c.3
hourly 7k.5
house 21b.1
household 9n.1
housewife 9b.1

housework 1a.3
Houston 18d.1
how 45d.1
howdy 10k.3
however 27d.4
howl 19d.1
how's 46d.1
hub 11f.1
huckleberry 24d.4
huddle 25b.5
hue 58a.3
hug 44b.3
huge 3a.3
hulk 11e.1
hull 11f.3
hum 19c.6
human 9a.1
humiliation 5d.1
hummingbird 4j.2
humor 5k.3
humor 13i.1.1
humorous 13i.1
hump 20d.1
humus 24a.2
hundred 3h.3
hunger 6n.1
hungry 6n.1.1
hunt 4o.4
hunter 1f.1
hurdle 34c.1
hurrah 10k.1
hurricane 40b.3
hurry 7j.3
hurt 33b.1
hurtle 7j.3
husband 9n.7
hush 19a.2
husky 43d.2
hustle 7j.3
hut 21k.1
hutch 30d.4
hydrant 16c.1
hydrochloric 59a.1.1
hydroelectric 61a.1.1
hydrogen 59a.2
hyena 4b.2
hygiene 41b.2
hymn 15d.2

I

I 45a.1
ice 16a.4
iceberg 16a.4
icebox 8d.3
icicle 16a.4
icy 40e.1
I'd 46e.1
Idaho 18c.1
ideal 12L.1
ideally 31b.1
identical 27a.3
idle 13c.1
idol 9k.1
if 39b.4
if only 39b.4
if…then 39b.4
igloo 21b.3
ignorance 12k.1
ignorant 12k.1.2
ignore 53b.5
ill 37a.1.1
I'll 46c.1
Illinois 18c.1
illness 37a.1
illuminate 38b.2
illusion 12e.3
illustrate 15i.3
illustration 15e.1
I'm 46f.1
image 53a.1
imagination 12a.1
imaginative 12k.5
imitate 27a.6
imitation 27a.5
immediate 7j.5
immediately 7i.1
immense 3a.3
immigrant 9i.3.1
impact 39a.1
impartial 13n.7
impatient 13f.1
imperial 1c.4.1
impetus 39a.2
imply 10e.3
import 2i.8
important 26c.1
impossible 56a.3
impression 5a.1
impressive 26d.4
imprison 2x.5
improve 33d.4
impulse 5a.1
impurity 41a.1
in 14h.1.1
inactive 13c.1
in addition 27b.2
in all respects 3k.1
in any case 27d.4
in any event 27d.4
inauguration 51b.2
incessant 7k.1
inch 3e.1
incident 51a.1
incline 32h.1
include 2v.4
income 28a.3
incoming 14h.1.2
in comparison 27d.2
incomplete 55b.5
incorrect 26a.5
incorrectly 31f.1
increase 3g.7
incredible 26c.5
incredibly 31c.1
indeed 27b.3
indefinite 7k.2
indefinite 42c.2
indent 15i.2
independence 36b.3
independent 13d.1
index 15c.6
Indiana 18c.1
Indianapolis 18d.1
indicate 10c.2
indication 12d.5
indicator 12d.5
indignant 5e.5
indignation 5e.2
indigo 58a.1
individual 9a.1
indoors 14h.1.1
industrious 13b.7
industry 1L.1
inequality 27c.1
inertia 2b.1
inevitably 31c.1
inexpensive 28e.1
infant 9d.1
infect 41a.1.1

infection 37b.2
inferno 52c.1
infinite 3g.4
infirmary 21h.1
inflate 2s.2
influence 10e.1
influence 39a.4
influenza 37b.2
informal 17j.2
information 12d.5
infrequent 7k.2
ingredient 6g.3
inhabit 54a.2
inhabitant 9i.2
inhale 60d.1
inherit 36e.1
inheritance 28a.5
initial 7g.3
initial 2c.1.3
initially 7g.2
initiate 39a.3
initiation 2c.1.1
inject 14h.4
injure 33b.1
injury 37a.1
ink 15g.2
inland 14h.1.1
inland 16h.1
inlet 16f.3
inmate 1t.1
inn 21b.4
inning 34c.4
innocence 26a.6
innocent 26a.6.1
in part 3j.5
in particular 3j.2
inquire 10f.2
inscribe 15i.3
inscription 15a.2
insect 4k.1
insert 14h.4
inside 14h.1.1
insignificant 26d.1
insist 10g.2
in some respects 3j.5
inspect 12c.2
inspection 12c.1
inspector 1j.1
inspire 10d.2
install 22f.4
installation 21a.2
instant 7c.3
instant 7j.5
instance 51a.1
instinct 12L.2
institute 25e.1
instruct 12g.2
instruction 10g.1
instruction 12g.1
instructor 1i.1
insulate 52b.1.1
insulation 52b.1
insulator 52b.1
insult 10b.9
insurance 28a.8
intelligence 12k.1
intelligent 12k.1.1
intense 3k.2
intensity 19a.6
intent 39a.2
interest 12f.1
interim 7d.1
interior 14h.1
internal 14h.1.2
international 25c.2.1
interpret 12i.2
interpretation 10j.1
interrogative 35b.3
interrupt 2b.4
interruption 2b.4.1
intersect 2v.5
intersection 11h.2
interval 7d.1
interview 10f.2
intestine 23h.1
in that 39b.1
in that case 39b.3
in the beginning 7g.2
in the end 7h.2
in the interim 7i.4
in the least 3j.6
in the least bit 3j.6
in the meantime 7i.4
in the slightest 3j.6
intrigue 12f.1
introduce 2c.1
introduction 2c.1.1
introductory 2c.1.3
invade 36e.3
invaluable 26c.5
invariable 7k.1
invasion 33c.3
invent 12d.1
invention 12d.5
inventor 1k.2
invert 2x.3
invertebrate 4a.2
invest 28d.1
investigate 12c.2
investigation 12c.1
invite 10d.5
involve 2v.4
inward 14h.1.1
iodine 37f.2
ion 61b.2
Iowa 18c.1
Iran 18b.4
iron 29a.1
ironically 31c.1
irregular 7k.2
irrigate 29f.1
irrigation 29f.1.1
irritable 5g.1
irritate 5e.4
is 50a.1
is about to 50d.1
is apt to 50d.1
is bound to 50d.1
is certain to 50d.1
is going to 50d.1
island 16g.1
isle 16g.1
is liable to 50d.1
isn't 46a.1
isolate 5p.2
isotope 61b.2
Israel 18b.4
issue 15c.6
is sure to 50d.1
it 45a.1
italicize 15i.4
italics 35c.1
Italy 18b.4
item 3f.3
its 45b.1
it's 46d.1
I've 46b.1
ivory 4L.6

J

jab 44a.2
jackal 4b.2
jacket 17f.1
Jackson 18d.1
Jacksonville 18d.1
jade 29b.1
jag 20d.2
jail 21c.2
jam 6c.1
janitor 1r.1
January 7e.1
Japan 18b.4
jar 22a.8
javelin 34c.2
jay 4j.1
jealous 5m.2
jealousy 5m.2.1
jeans 17c.2
jeep 11a.2
jeer 10b.9
jellyfish 4i.1
jerk 2n.1
jet 8b.3
jewel 29b.1
jewelry 17g.5
jigsaw 8e.5
jingle 19e.1
job 1a.3
jog 34d.1.1
jog 48a.1
jogging 34d.1
join 2v.2
joke 5k.5
jolly 5k.2
jolt 2n.1
jot 15i.1
journal 15c.5
journey 2g.2
journeyman 1b.1
joust 34b.4.1
jousting 34b.4
joy 5k.1
joyful 5k.2
joyous 5k.2
jubilation 5j.1
judge 1y.1
judge 12j.2
judgment 12j.1.1
jug 22a.8
juggle 2L.3
juggler 1h.2
juice 6h.1
juicy 6L.3
July 7e.1
jumble 2L.3
jump 48d.1
June 7e.1
jungle 20e.1
junior 9d.2
junk 41a.1
Jupiter 20h.3
juror 1y.1
just 3j.2
just 13n.7
just 26a.1.1
justice 26a.1
justly 31f.1
jut 2n.1
jute 24d.5

K

kangaroo 4f.1
Kansas 18c.1
Kansas City 18d.1
keel 11f.3
keelboat 11e.7
keep 36f.2
keg 22a.6
kelp 24e.1
kennel 4m.1
Kentucky 18c.1
kerchief 17g.1
kernel 6j.3
kerosene 8c.1
kettle 8m.2
key 8h.5
khaki 17k.3
kick 48c.1
kid 9d.2
kidney 23h.1
kill 33b.2
killer 9g.5
kilogram 3e.3
kilometer 3e.1
kimono 17c.3
kind 13a.5
kindergarten 21f.1
kindness 13a.1
kind of 3j.4
king 1c.3
kingdom 18a.6
kiss 60c.1
kitchen 30a.1
kite 11d.2
kitten 4d.1
kitty 4d.1
knapsack 22a.10
knee 23g.2
knead 6k.2
knife 8f.2
knife 8m.1
knight 1c.3
knit 17i.3
knob 8i.1
knock 44a.3
knot 8h.4.1
know 12g.6
knowledge 12g.6.1
knuckle 23f.2
Koran 15c.4
krypton 59a.3

L

lab 21f.3
label 15a.2
labor 1a.3
laboratory 21f.3
laborer 1a.1
lack 3g.11
lacquer 58b.1
lad 9c.1
ladder 8j.4
ladle 8m.3
lady 9b.1
ladybug 4k.1
lagoon 16f.2
lakeside 16g.2
lamb 4e.4
lame 37b.3
lamp 38d.3
lamplight 38a.1
lance 8f.2
landlord 1b.2
landmark 21m.1
landslide 40d.1
lane 11h.4
language 35a.1
lanky 43d.1

Lansing 18d.1
lantern 38d.3
lap 23a.2
large 3a.3
largely 3j.3
lark 4j.1
laser 38d.5
lash 44a.3
lass 9b.2
lasso 8h.4
latch 8i.1
late 7h.2.1
lately 7g.1
later 7h.2
lather 41c.2
latitude 3d.1
latter 7h.2
lattice 30b.4
laugh 19c.4
laughter 19c.1
launch 11g.1
lava 29b.2
lavender 24d.3
law 1L.1
law 15h.1
lawful 15h.1.1
lawless 15h.1.1
lawnmower 8e.5
lawyer 1y.1
lay 2p.2
lazy 13c.1
lead 29a.1
leader 1b.3
leadership 10g.6
leaf 24c.1
league 25e.1
leak 16b.3
lean 2k.3
lean 32h.1.1
leap 48d.1
learn 12g.3
leash 4n.1
leather 17k.3
leave 2g.4
lecture 10a.3
ledge 30c.1
left 14e.2
leg 23g.2
legal 26a.3
legendary 42a.1
legion 25d.2
legislative 25c.4
legislature 25c.3
leisure 51b.1
lemon 6i.4
lemonade 6h.1
lend 36a.3
length 32f.1.1
lengthen 32f.3
lenient 13a.3
lens 8k.2
leopard 4b.1
less 3g.10
lesson 12c.3
let 10g.3
letter 15f.1
letter 35c.1
lettuce 6j.2
level 32h.1
lever 8e.3
lever 8j.1
liar 9g.1
liberate 36b.1
liberator 1c.4
librarian 1i.1
library 21f.2
lichen 24e.1
lick 60c.1
licorice 6c.4
lid 22b.1
lie 2q.2
lie 10b.11
life 54a.1
lifeguard 1d.4
lifetime 7a.1
lift 2o.1
ligament 23j.2
light 38a.3
light 38d.3
light bulb 38d.4
lighten 38b.2
lighthouse 16i.2
lightness 38a.3
lightning 40b.4
like 5o.1
like 27a.3
likely 42c.1
likeness 27a.1
likewise 27b.2
lilac 24d.3
lily 24d.3
limb 24c.1
limbs 23a.2
lime 6i.4
limerick 15d.1
limestone 29b.2
limewater 6h.1
limit 14b.1
limp 48a.3
line 32d.1
linear 32d.2
linen 17k.3
liner 11e.2
linger 2b.3
lining 17b.2
link 2v.2
lion 4b.1
lioness 4b.1
lip 23d.1
liquid 16a.1
liquor 6h.2
list 25a.1
listen 19a.4
literal 27a.3
literally 31a.1
literature 15b.1
litter 41a.1
little 3a.2
little 3g.10
live 54a.2
livelihood 1a.2
lively 13b.6
liver 23h.1
livery 4m.1
lizard 4c.3
llama 4e.4
load 2o.1
loaf 6d.3
loan 36a.3
loaves 6d.3
lobster 4i.2
local 14k.2.1
locate 36f.1
location 14a.1
location 20a.2
lock 8h.5
locket 17g.5
locomotive 11a.5
locust 24b.1
lodge 21b.4
loft 30a.1
log 22c.2
logger 1f.5

logical 12k.3
lollipop 6c.3
lone 3g.12
loneliness 42b.1
lonely 5i.4
long 7k.1
long 32f.1
longevity 7k.3
longhorn 4e.3
longitude 3d.1
look 53b.1
loop 32b.2
loosen 2w.2
lope 48a.1
lord 1c.4
Los Angeles 18d.1
lose 36a.1
lose 36d.1
loser 1d.1
loser 36d.5
loss 28b.2
loss 36d.4
lot 3g.2
lot 20a.1
lotion 41c.2
loud 19a.5
loudspeaker 19b.1
Louisiana 18c.1
Louisville 18d.1
lounge 2b.5
love 5o.1
lovely 43c.1
lover 9e.2
low 14i.4
lower 2p.2
lowland 20d.1.1
loyal 13n.7
loyalty 13n.1
lubricate 11g.1
lubrication 8c.1
luck 13g.1.1
luckily 31d.1
lucky 13g.1
luggage 22a.10
lukewarm 52a.3
lull 19a.2
lullaby 15d.2
lumber 22c.1
lumberjack 1f.5
lumberman 1f.5
luminous 38a.4
lump 23b.4
lunar 20h.3.1
lunch 6a.1
lung 23h.1
lungfish 4i.1
lurch 2n.1
lurk 48b.2
lust 5m.1

M

ma 9n.5
ma'am 9b.1
macaroni 6d.1
machine 8a.1
machinery 8a.1
madame 9b.1
magazine 15c.5
magic 34e.1
magical 34e.1.1
magician 1h.2
magma 29a.5
magnificent 26c.5
magnify 2s.2
mahogany 24b.1
maid 1z.1
maiden 9b.2
mail 2i.4
mailbox 30c.2
mailman 1bb.1
main 26c.2
Maine 18c.1
mainland 16g.2
mainly 3j.3
maintain 22f.5
maintenance 22f.5.1
maize 6j.3
majestic 43c.2
majesty 1c.2
major 26c.2
majority 3g.5
make 22f.3
malaria 37b.1
male 9c.2
mallard 4j.7
malt 6j.3
mama 9n.5
mamma 9n.5
mammal 4a.2
mammoth 3a.3
man 9c.2
manage 10g.5
manager 1b.2
mane 4L.2
maneuver 12h.1
manganese 29a.4
mankind 9a.1.1
manner 5r.2
manor 21b.2
mansion 21b.2
mantis 4k.1
mantle 17f.2
manual 15c.1
manufacture 22f.3
manufacturer 1p.1
manuscript 15g.1
many 3g.8
maple 24b.1
mar 33a.2
marble 29b.2
March 7e.1
march 48a.2
mare 4e.2
margarine 6f.1
margin 14b.1
marigold 24d.3
marines 25d.1
market 21d.2
maroon 5p.2
marriage 2v.3
marrow 23j.3
marry 2v.2
Mars 20h.3
marsh 16f.1
marshmallow 6c.3
marvel 5j.2
marvelous 26c.5
Maryland 18c.1
mason 1x.1
mass 25b.1
Massachusetts 18c.1
massacre 33b.2
massive 3a.3
mast 11f.3
master 1c.2
mat 30d.5
match 27a.4
match 34a.2
mate 9e.2
material 17k.1
material 22e.1

math 49a.1
mathematics 49a.1
mathematician 1k.1
mattress 30d.5
mature 54b.4
maximum 49b.1
May 7e.1
may 50c.1
maybe 10k.2
maybe 31b.1
mayor 1c.1
me 45a.1
mead 6h.2
meadow 20e.1
meal 6a.1
mealtime 7a.1
mean 5f.1.1
meaning 12i.1
meanness 5f.1
meanwhile 7i.4
measure 3b.1
measurement 3b.1
meat 6b.3
mechanic 1x.1
mechanical 8a.1.2
mechanism 8a.1
medal 28a.7
median 49b.2
medicine 1L.2
medicine 37f.2
medieval 7f.5
medium 3g.9.1
medula 23c.3
meek 13L.1
meet 2v.6
mellow 5L.5
melody 15d.2
melon 6i.1
melt 16b.5
member 3f.3
membership 25e.4
membrane 23b.1
memorable 26c.3
memorial 21m.1
memorize 12a.2
memory 12a.1
Memphis 18d.1
mend 17i.2
mention 10c.2
menu 15c.3
meow 19d.1
merchandise 6b.2
merchant 1m.2
merciless 5f.1.1
mercury 29a.3
Mercury 20h.3
mercy 13a.1
mere 3j.5
merge 2v.2
meridian 3d.2
mermaid 9f.1
merry 5k.2
mesa 20e.1
message 15f.1
messenger 1bb.1
messy 43b.1
metal 29a.2
meteor 20h.5
meteorologist 1k.1
method 12h.1
metric 3e.4
metropolitan 20b.4
Mexico 18b.4
Miami 18d.1
mica 29a.4
Michigan 18c.1
microbe 37d.1
microscope 8k.1
microscopic 3a.2
mid 14f.3.1
midday 7c.1
middle 14f.3
midget 9j.1
midnight 7c.2
midst 14f.3
midstream 16h.1
midway 14f.3
midwest 14e.1
might 43a.3
might 50c.1
migrate 2g.6
migration 2g.2
mild 13L.1
mild 3j.5
mile 3e.1
military 1L.1
milk 6h.1
milkman 1n.2
mill 21e.2
millennium 7d.3
miller 1n.3
million 3h.3
millionaire 9m.1
millionth 3h.1
Milwaukee 18d.1
mimic 27a.6
mince 8g.3
mind 23c.1
mine 45b.1
miner 1f.2
mingle 2v.6
miniature 3a.2
minimum 49b.1
minister 1w.1
mink 4f.2
Minnesota 18c.1
minnow 4h.3
minor 9d.2
mint 28f.1
minus 49d.1.2
minute 7c.3
miracle 33d.8
miraculous 13j.1
mirror 11f.2
mischief 13m.1.1
mischievous 13m.1
miser 9m.1
miserable 5i.3
mishap 33a.1
misjudge 12j.2
misplace 36a.1
miss 5q.1
missile 8n.2
mission 21i.1
missionary 1w.1
Mississippi 18c.1
Missouri 18c.1
misspell 15i.2
mist 16d.3
mistake 26a.2
mister 9c.2
mistress 9b.1
mite 4k.1
mitt 17e.2
mittens 17e.2
mix 6g.1
mixture 25a.2
moan 19c.5
moat 16i.4
mob 25b.1
mobile 2a.1.1
moccasin 17e.1
mockingbird 4j.2

model 1h.1
moderate 3j.5
modern 7g.4
modernize 22f.5
modest 13k.1.1
modesty 13k.1
modifier 35b.4
modify 22f.5
moist 16b.8
moisten 16b.7
moisture 16d.1
mold 22f.4
mole 4f.2
molecule 61b.1
molecular 61b.1.1
molasses 6c.1
mollusk 4i.3
mom 9n.5
moment 7c.3
momentarily 7h.1
momentary 7k.2
momma 9n.5
monarch 1c.4
monastery 21i.1
Monday 7e.2
money 28c.1
monitor 3b.1
monk 1w.1
monkey 4g.1
monsoon 40b.2
monster 4c.2
monstrous 3a.3
Montana 18c.1
Montgomery 18d.1
month 7d.3
monument 21m.1
moo 19d.1
mood 5a.1
moon 20h.3
moonlight 38a.1
moor 16f.2
mooring 11h.9.2
mop 41c.1
moral 13n.5
more 3g.8
more 3k.2
more or less 3j.4
moreover 27b.2
morgue 21h.2
morning 7c.1
morrow 7f.1
mortuary 21h.2
mosaic 47d.2
mosquito 4k.1
moss 24e.1
most 3g.8
most 3k.1
mostly 3j.3
motel 21b.4
moth 4k.1
mother 9n.5
motion 2a.1
motionless 2a.1.1
motive 39a.2
motor 8b.1
mount 2o.2
mountain 20d.1
mountainous 20b.3
mountainside 20d.2
mountaintop 20d.2
mourn 5h.3
mouse 4f.2
mouth 23d.1
mouthful 3e.5
movable 2a.1.1
move 2i.1
movement 2a.1
movie 47a.2
mow 8g.2
mower 8e.5
much 3k.2
mucus 23i.1
muddy 41a.3
muffin 6d.3
muffle 2f.5
muffler 17g.1
mug 8m.5
muggy 40e.1
mulberry 24b.1
multiple 49b.2
multiplication 49d.1
multiply 49d.1.2
mumble 19c.6
mumps 37b.2
munch 6m.1
mural 47d.2.1
murder 33b.2
murky 38e.2
murmur 19c.6
muscle 23j.2
muscular 43a.1
muse 12a.3
museum 21f.2
mush 6d.2
mushroom 24e.1
music 15d.2
music 47b.1
musical 47b.1.1
musician 1g.2
musket 8n.3
muskrat 4f.2
must 50c.1
mustache 23b.3
mustang 4e.2
mustard 6g.2
mustn't 46a.1
mutt 4b.3
mutter 19c.6
mutton 6e.1
muzzle 4n.1
my 45b.1
mysterious 42c.2
mystery 12d.5.1
mystify 12g.5
myth 15b.2
mythology 15b.2

N

nail 8h.1
nails 23.f.2
naked 17j.3
name 15a.1
namely 27b.3
nap 12e.3
napkin 30f.1
narrator 1e.2
narrow 32f.2
Nashville 18d.1
nation 18b.1
nation 25c.2
national 25c.2.1
nationalist 9o.1
native 9i.3
naturalist 1k.1
naturally 31c.1
nature 40a.2
naughty 13m.1
naval 25d.1.1
navigable 11g.1.1
navigate 11g.1
navy 25d.1

near 14k.2.1
nearby 14k.2.1
nearly 3j.7
neat 43b.2
Nebraska 18c.1
necessary 26c.1
necklace 17g.5
necktie 17g.1
nectar 6h.1
need 5q.1
needle 8h.3
needy 13L.1
negative 26d.2
neglect 5p.1
neigh 19d.1
neighbor 9e.1
neighborhood 18a.3
neither 45e.1
neither...nor 27d.3
neon 59a.2
nephew 9n.9
Neptune 20h.3
nerve 23j.3
nest 4m.2
net 34c.1
network 25a.3
neuron 23j.3
neutral 55b.3
neutron 61b.2
Nevada 18c.1
never 7k.6
nevertheless 27d.4
new 7g.4
newborn 9d.1
New Hampshire 18c.1
New Jersey 18c.1
New Mexico 18c.1
New Orleans 18d.1
newscaster 1e.1
newspaper 15c.5
newspaperman 1e.2
New York 18c.1
New York City 18d.1
next 7h.2
nibble 6m.1
nice 13a.5
nick 33a.2
nickel 28c.2
nickname 15a.1
niece 9n.9
night 7c.2
nightfall 7c.2
nightingale 4j.2
nightly 7k.5
nightmare 12e.3
nine 3h.3
nineteen 3h.3
nineteenth 3h.1
ninetieth 3h.1
ninety 3h.3
ninth 3h.1
nip 44b.2
nitrate 59a.2
nitrogen 59a.2
no 3i.1
no 10k.2
noble 13n.5
nobleman 1c.3
nobody 45e.1
nod 60a.2
noise 19a.1
noisy 19a.5
nomad 9h.2
nomadic 13c.2
nonessential 26d.1
nonfiction 15b.2
nonliving 54a.3.1
nonsense 10b.11
noodles 6d.1
noon 7c.1
no one 45e.1
noose 8n.7
normal 42a.2
north 14e.1
North America 18b.3
North Carolina 18c.1
North Dakota 18c.1
northeast 14e.1
northeastern 14e.1.1
northerly 14e.1.1
northern 14e.1.1
northernmost 14e.1.1
northward 14e.1.1
northwest 14e.1
northwestern 14e.1.1
nose 23e.3
nostril 23e.3
not 27d.1
notably 3j.3
notation 35c.2
notch 20c.3
note 15f.1
notebook 15g.1
noteworthy 26c.3
nothing 45e.1
notice 53b.5
notify 10c.1
not unnaturally 31c.1
noun 35b.4
nourish 33d.3
nourishment 6b.1
nova 20h.4
novel 15c.2
November 7e.1
novice 9L.1
now 7i.1
nowadays 7i.1
nowhere 14d.1
now that 39b.2
now that 39b.4
nozzle 16c.2
nuclei 61b.2
nucleus 61b.2
nude 17j.3
nudge 44a.2
nuisance 9g.2
number 3g.2
number 3h.2
numeral 3h.2
numeration 3h.2
numerator 49c.2
numerous 3g.4
nun 1w.1
nurse 1u.1
nursery 30a.1
nut 6j.4
nutmeg 6g.2
nutrition 6b.1
nuzzle 44b.3
nylon 17k.3
nymph 4c.2

O

oak 24b.1
oar 11f.3.1
oath 10i.1
oatmeal 6d.2
oats 6j.3
obedience 13n.1
obedient 13d.2
obey 10g.4

object 10b.2
object 22e.1
objection 10b.5
objective 12b.2
observatory 21f.3
observe 53b.5
observer 53a.5
obsidian 29a.5
obtain 36e.1
obvious 42a.2
obviously 31a.1
occasion 51a.1
occasional 7k.2
occur 2d.2
occupation 1a.2
occupy 36c.2
occurrence 51a.1
ocean 16f.3
ocean liner 11e.2
o'clock 7b.1.1
octagon 32c.1
October 7e.1
octopus 4i.5
odd 55a.2
oddly 31c.1
odor 17L.1
off 14i.2.1
offense 34c.5
offer 10d.5
office 21e.1
officer 1j.1
official 1c.1
offshore 16h.1
offspring 9n.4
often 7k.4
oh 10k.1
Ohio 18c.1
ohm 3e.2
oil 8c.1
ok 10k.2
okay 10k.2
Oklahoma 18c.1
Oklahoma City 18d.1
old 7f.4
olé 10k.1
olive 6j.1
Omaha 18d.1
omen 10b.7
omit 5p.1
on 14i.1
on 7i.2
on account of 39b.1
once 7k.4
one 3h.3
onion 6j.1
only 3g.12
only 3j.2
only 27d.4
on the contrary 27d.2
on the other hand 27d.2
on top of 14i.1.1
ooh 10k.1
opaque 38e.2
open 2u.1
opener 8m.4
opera 47b.2
operate 37f.1.1
operation 37f.1
operator 1bb.1
opossum 4e.6
opponent 9g.3
oppose 10b.2
opposite 27c.2
opposite 14k.2.1
oppositely 27d.2
or 27c.3
oral 23d.1.1
orange 6i.4
orange 58a.1
orbit 2x.2
orbital 2x.2.1
orchard 20f.1
ordeal 40d.2
order 3b.1
order 55b.2
ordinary 42a.2
ore 29e.1
Oregon 18c.1
organ 47c.1
organism 37d.1
organization 25e.1
organize 25a.5
original 7g.3
original 55a.1
originate 2c.1
oriole 4j.2
ornament 30e.3
orphan 9d.2
or rather 27d.2
ostrich 4j.4
other 3g.6
otherwise 27d.2
ought to 50c.1
ounce 3e.3
our 45b.1
ours 45b.1
out 14h.2
out 34c.4
outcome 39a.1
outdoors 14h.2
outer 14k.1
outfit 17a.1
outlaw 9g.5
outline 32a.1
outlying 14k.1
outnumber 36d.1
outpost 21c.1
outrage 5e.4
outside 14h.2
outskirts 14b.1
outsmart 12g.4
outstanding 26c.5
outward 14h.2
outwit 12g.4
oval 32b.1
ovary 23h.1
oven 8d.1
over 14i.2
overboard 16h.1
overcoat 17f.1
overcome 36d.2
overflow 16b.2
overhead 14i.2
overland 14i.7
overlook 5p.1
overnight 7c.2
overrun 36d.2
overseas 14k.1.2
overseer 1b.3
overtake 36d.2
overthrow 36d.2
overuse 1dd.4
overwork 1dd.1
ow 10k.1
owe 28d.1
owl 4j.5
own 36c.2
owner 1b.2
ownership 36c.1
ox 4e.3
oxide 59a.3
oxygen 59a.2
oyster 4i.3

P

pa 9n.3
pack 22g.1
package 22a.5
packet 22a.1
paddle 11f.3.1
paddy 20f.1
pageant 51b.3
pail 22a.8
pain 37c.1
painful 37c.1.1
paint 15i.3
paint 58b.1
painter 1g.1
painting 47d.2
pair 3g.9
pal 9e.1
pale 38e.2
palm 23f.2
pan 8m.2
pancake 6d.3
pane 30b.4
panel 22c.2
pang 37c.1
panic 5b.1
pantheon 21i.1
panther 4b.1
pants 17c.2
papa 9n.3
paper 15g.3
paperboy 1cc.1
papoose 9d.1
parade 51b.3
paradise 18a.2
paraffin 37f.2
paragraph 35b.1
parakeet 4j.1
parallel 27a.3
parallelogram 32c.1
paralyze 37e.2
parasol 17g.2
parcel 22a.5
parch 52a.4
parchment 15g.3
pardon 5o.3
pare 8g.3
parent 9n.4
parenthesis 35a.3
park 20g.1
parliament 25c.3
parlor 30a.1
parrot 4j.1
parsley 6g.2
part 3f.3
partial 3g.13
participate 10g.4
particle 3f.1
particularly 3j.2
partly 3j.5
partner 9e.1
partnership 25c.4
partridge 4j.6
party 51b.2
pass 2j.1
pass 11h.3
passage 11h.3
passageway 11h.3
passenger 9h.3
passenger 11g.2
passion 5j.1
passive 13c.1
past 7f.2
past 14k.1.3
pasteurize 41b.3
pastime 51b.1
pastry 6c.2
pasture 20f.1
pat 44a.2
patch 17i.2
path 11h.8
pathway 11h.8
patience 13a.1
patient 1u.1
patient 13f.1
patio 20g.1
patriot 9i.4
patriotic 13n.5
patrol 25d.2
patron 1m.1
pattern 32a.1
pauper 9m.1
pause 2b.3
pave 22d.1.2
pavement 22d.1
paw 4L.5
pay 28d.1
payment 28a.4
peace 33c.4
peaceful 5L.5
peacetime 7a.1
peach 6i.1
peak 20d.1
peal 19a.3
peanut 6j.4
pear 6i.1
peas 6j.1
peasant 9m.1
peat 29e.1
pebble 29e.2
pecan 6j.4
peck 8g.1
peculiar 55a.2
pedal 8j.2
peddler 1m.2
peek 53b.3
peel 8g.3
peep 19d.1
peer 53b.4
peg 8h.1
pellet 8n.2
pelt 4L.1
pen 15g.2
pencil 15g.2
penicillin 37f.2
penmanship 15i.6
peninsula 16g.1
Pennsylvania 18c.1
penny 28c.2
pentagon 32c.1
people 9a.1.1
Peoria 18d.1
pepper 6g.2
per 49d.2
perceive 53b.5
percent 49b.2
percentage 49b.2
perch 4h.2
perfect 26c.2
perfectly 3k.1
perform 47a.1.1
performance 47a.1
performer 1h.3
perfume 17g.6
perhaps 31b.1
peril 56b.2
perilous 56b.3
perimeter 14b.1
period 7d.1
period 35a.3
periodic 7k.2

periscope 8k.1
perish 54a.3
perishable 6k.3
permanent 7k.1
permit 10g.3
perpendicular 14c.1
perplex 12g.5
persist 7k.7
person 9a.1
personality 5r.2
perspiration 23i.1
persuade 10e.1
pest 9g.2
pet 4a.1
petal 24d.1
petrify 5b.2
petroleum 8c.1
petticoat 17c.3
petunia 24d.3
phantom 9f.4
phase 7d.1
pheasant 4j.6
Philadelphia 18d.1
philosophy 12L.1
Phoenix 18d.1
phone 19b.1
phonograph 8d.4
phony 13m.1
phosphate 59a.2
phosphorus 29a.3
photo 47d.2
photograph 47d.2
photographer 1g.1
photography 47d.2.1
photon 61b.2
phrase 35b.1
physics 1L.2
physical 23a.1.1
physician 1u.1
pi 49c.2
piano 47c.1
pick 12j.1
pick 44b.2
picker 1f.4
pickle 6j.1
pickup 11a.2
picnic 6a.2
picture 47d.2
piece 3f.3
pier 16i.3
pierce 8g.1
pig 4e.5
pigeon 4j.1
pigtail 23b.3
pike 4h.2
pile 25a.4
pilgrim 9i.1
pill 37f.2
pillow 30f.1
pilot 1v.1
pin 8h.3
pin 17g.3
pinch 44b.2
pinch 3e.5
pine 24b.1
pineapple 6i.5
ping 19e.1
pink 58a.1
pinpoint 14a.2
pint 3e.5
pinto 4e.2
pioneer 9i.1
pipe 6o.1
pipe 22d.2
pipeline 22d.2
pirate 9g.5
pistil 24d.2
pistol 8n.3
piston 8b.2
pit 20c.2
pitch 2j.1
pitch 19a.6
pitchblende 29a.4
pitcher 22a.8
pith 24c.2
pitiful 26d.1
Pittsburgh 18d.1
pity 5L.2
pivot 2x.4
place 2i.6
place 14a.2
place 20a.2
plague 37a.2
plaid 17k.3
plain 55b.6
plainly 31a.1
plan 12b.2
plane 11d.1
planet 20h.3
planetarium 21f.3
plank 22c.2
plant 24a.1
plant 29f.1
plantation 21L.1
platform 8j.4
platoon 25d.2
platter 8m.6
platypus 4j.7
play 5k.4
play 34d.3
player 1d.2
playful 13b.6
playground 20g.1
playmate 9e.1
plaza 20g.1
plea 10i.1
plead 10e.2
pleasant 13a.5
please 5k.3
please 31h.1
pleasure 5k.1
pledge 10i.1
plenty 3g.5
pliers 8e.2
plod 48a.2
plop 19e.2
plot 20a.1
plot 47a.3
plover 4j.2
plow 29f.1
pluck 44b.2
plug 22b.1
plum 6i.2
plumber 1x.1
plume 4L.3
plummet 2p.1
plump 43d.2
plunge 2p.1
plunk 19e.2
plural 3g.14
plus 49d.1.2
Pluto 20h.3
plywood 22c.1
pocket 17b.3
pod 24d.1
pod 25b.3
poem 15d.1
poet 1e.2
poetic 15d.1.1
poetry 15d.1

point 14a.2
point 44c.1
pointer 8j.5
poise 13b.2
poison 37f.2
poisonous 33b.4
polar 20b.2
pole 22d.3
police 25d.1
policeman 1j.1
policewoman 1j.1
policy 15h.2
polio 37b.1
polish 41b.1
polite 13a.8
political 25c.4
politician 1c.1
politics 1L.1
polo 34b.1
pollen 24d.2
pollinate 24e.3
pollination 24e.3.1
pollute 41a.1.1
pollution 41a.1
polygon 32c.1
pond 16f.1
ponder 12a.3
pony 4e.2
poodle 4b.3
pooh 10k.1
pool 16i.4
poor 28e.2
pop 6h.1
popcorn 6j.3
pope 1w.1
poplar 24b.1
poppy 24d.3
popular 42a.1
porcelain 22d.1
porch 30a.1
porcupine 4f.3
pork 6e.1
porous 57a.3
porpoise 4h.1
porridge 6d.2
porter 1v.1
portion 3f.3
Portland 18d.1
portrait 47d.2
portray 53a.6
portrayal 53a.1
pose 17i.1.1
position 14a.1
possess 36c.2
possibly 31b.1
possession 36c.1
possessive 5m.2
post 22d.3
postage 28c.4
postcard 15f.1
poster 15f.2
postmaster 1bb.1
pot 8m.2
potassium 29a.4
potato 6j.1
potter 1g.1
pottery 30e.4
pouch 4L.7
poultry 6e.1
pounce 48d.1
pound 3e.3
pound 44a.3
pour 16b.4
poverty 28b.3
powder 29e.2
power 13n.6
powerful 43a.2
practically 3j.7
praise 10d.3
prance 48a.1
pray 10d.6
prayer 10d.6.1
preach 10d.6
precious 26c.6
precipice 20d.2
precisely 3j.2
predicate 35b.4
predict 12d.3
predictably 31c.1
prediction 10b.7
prediction 12d.3.1
prefer 5o.1
preferably 31h.1
prefix 35b.2
prehistoric 7f.5
premises 20a.2
prepare 22f.4
preposition 35b.4
prescription 37f.2
presence 14L.1
present 2i.7
present 7f.2
present 10c.4
present 14L.1.1
presently 7i.1
preserve 22f.5
president 1c.4
presidential 1c.4.1
press 15g.2
pressure 2t.1
presumably 31b.1
pretend 12e.6
pretty 43c.1
prevail 36d.2
prevent 2f.2
prevention 56b.1
preview 15i.5
previous 7g.3
price 28b.2
prick 8g.1
prickly 57a.3
pride 13e.1.i
priest 1w.1
primary 26c.1
primate 4a.2
primer 15c.1
primitive 7f.5
prince 1c.3
princess 1c.3
principal 1i.1
principle 12d.5
printer 1q.1
prior to 7g.5
prism 32c.2
prison 21c.2
prisoner 1t.1
privacy 42b.1
private 42b.2
prize 28a.7
probable 42c.1
probably 31b.1
probe 12c.2
proceed 2g.8
procedure 12h.1
process 12h.1
process 51a.1
procession 51b.3
proclaim 10c.4
proclamation 10a.1
prod 44a.2
produce 22f.3
producer 1b.4
production 1a.3

productive 13b.7
profession 1a.2
professional 1a.1
professor 1i.1
profit 28a.6
program 47a.1
progress 2g.8
project 51a.2
prom 51b.2
prominent 42a.1
promise 10i.1
promote 33d.3
prompt 7j.5
pronoun 35b.4
pronounce 15d.2.1
pronunciation 35a.2
proof 12d.3.1
proof 12d.5
proofread 15i.5
prop 2k.2
propeller 11f.4
proper 26a.4
property 20a.3
prophecy 10b.7
prophet 1w.1
proportion 49b.2
proposal 15h.2
propulsion 2t.1
prosecutor 1y.1
prosper 54b.3
prosperous 13g.1
protect 33d.7
protective 5m.2
protector 1j.1
protectorate 25c.1
protest 10b.2
proton 61b.2
protractor 3c.1
proud 13e.1
prove 12d.3
Providence 18d.1
provisions 6b.2
prowl 48b.2
prudence 13k.1
prudently 31g.1
prune 6i.2
pry 12c.2
psalm 15d.2
psychiatrist 1u.1
psychology 1L.2
public 42a.1
publication 15c.5
publish 15i.2
publisher 1q.1
pudding 6c.3
puddle 16f.1
pueblo 21b.1
puff 60d.1
pull 2k.1
pulley 8j.3
puma 4b.1
pumice 29a.5
pump 16c.2
pumpkin 6j.2
punch 44a.3
punctuate 15i.4
punctuation 35a.2
punish 33b.5
puny 43a.5
pup 4d.1
pupil 1i.1
puppy 4d.1
purchase 28d.2
pure 55b.6
purely 3j.2
purify 41b.3
puritan 9i.1
purple 58a.1
purpose 39a.2
purr 19d.1
purse 28f.1
pursue 2h.2
pursuit 2h.1
push 2k.1
put 2i.6
putter 2b.3
putter 34c.2
pygmy 9j.1
pyramid 32c.2

Q
quack 19d.1
quadrilateral 32c.1.1
quail 4j.6
quake 2L.1
quality 5r.3
quantity 3g.1
quarrel 10b.5
quart 3e.5
quarter 28c.2
quarterly 7k.5
quartet 25b.2
quartz 29b.1
queen 1c.3
queer 55a.2
quest 2g.3
question 10f.2
quick 7j.4
quiet 19a.5
quill 4L.3
quilt 30f.1
quit 1dd.3
quit 2f.1
quite 3k.1
quiver 2L.1
quiz 10f.3
quotation 10j.1
quote 10j.1
quotient 49c.2

R
rabbit 4f.1
race 7j.3
race 34b.3.1
racehorse 4e.2
racer 1d.4
racing 34b.3
rack 30d.4
racket 34c.2
racoon 4e.8
radiant 38a.4
radiate 38b.1
radiation 61a.2
radiator 8d.2
radio 8d.4
radioactive 61a.2.1
radish 6j.1
radium 29a.4
radius 3d.2
raft 11e.7
rage 5e.1
rail 11h.6
railing 30b.5
railroad 11h.6
railway 11h.6
rain 16a.2
rainbow 16a.2.1
raincoat 17f.1
raindrop 16a.2

rainfall 16a.2
rainstorm 40b.2
raise 2o.1
raisin 6i.2
rake 8e.6
ram 4e.4
ramble 48a.1
ramp 11h.7
ranch 21L.1
rancher 1f.3
rand 28c.2
random 42c.2
range 20d.1
ranger 1f.3
rank 3b.1
rap 44a.2
rapid 7j.4
rare 7k.2
rare 55a.1
rascal 9g.2
rasp 8e.7
raspberry 6i.3
rat 4f.2
rate 3b.1
rather 3j.4
ratify 12j.3
ratio 49b.2
ration 3f.3
rattle 19e.1
rattlesnake 4c.1
raven 4j.2
ravenous 6n.1.1
ravine 20c.1
raw 6L.4
ray 38d.5
rayon 17k.3
razor 8f.2
razor 17g.4
react 2d.3
reaction 2d.3.1
reactor 21f.3
read 15i.5
ready 7g.4.1
realistic 26a.1.1
reality 26a.1
realize 12g.3
really 31a.1
reaper 11b.1
reappear 53b.2
rear 14f.1
rearrange 22f.5
reason 39a.2
reasonably 31g.1
rebel 10b.1
rebuild 22f.5
recall 12a.4
recede 2g.4
receipt 28c.3
receive 36e.1
receiver 19b.1
recent 7g.4
receptionist 1o.2
recipe 15c.3
recite 15d.2.1
reckless 13o.1
reckon 12a.3
recognition 53a.3
recognize 53b.5
recommend 10e.3
record 10j.1.1
recorder 47c.1
recording 10j.1
recover 33d.6
recreation 34a.1
rectangle 32c.1
rectangular 32c.1.1
red 58a.1
reduce 2r.2
redwood 24b.1
reed 24e.4
reef 16f.2
reelect 51c.2
referee 1d.5
refinery 21e.2
reflect 38b.2
reflection 53a.1
reform 27c.3
reformatory 21c.2
refrigerator 8d.3
refresh 33d.2
refreshingly 31e.1
refreshment 6a.3
refuel 11g.1
refuge 21c.1
refuse 10g.7
regain 36e.1
regard 5o.1
regardless of 27d.4
regiment 25d.2
region 20a.3
regret 5h.3
regretably 31e.1
regular 7k.1
regular 42a.2
regulate 10g.5
regulation 15h.1
rehearsal 47a.1
rein 4n.1
reindeer 4e.1
reject 10g.7
rejoice 5j.3
relate 10c.2
related 27a.3
relative 9n.2
relax 2b.5
relay 2i.4
release 36b.1
relent 7k.7
reliable 13b.5
reliability 13b.1
relief 5L.1
relieve 33d.2
religion 1L.1
religious 13j.1
reluctant 13L.1
remain 2b.3
remain 50e.1
remainder 49c.2
remark 10a.1
remarkable 26c.5
remarkably 31c.1
remedy 37f.1
remember 12a.4
remind 10b.6
remote 14k.1
remove 2i.5
rename 15a.1.1
Reno 18d.1
repair 22f.5
repairman 1x.1
repay 28d.1
repeal 12j.3
repeat 7k.7.1
repel 36d.2.1
replace 22f.5
replace 27a.6
replacement 27a.5
reply 10f.1
report 15f.1
reporter 1e.2
reportedly 31b.1
represent 12i.2
represent 53a.6

representation	53a.1
reproduce	54a.5
reproduction	54a.1
reproductive	23k.1
reptile	4c.1
republic	25c.1
republican	9o.3
require	10g.2
rescue	33d.7
research	12c.2
researcher	1k.2
resemblance	27a.1
resemble	27a.4
resent	5e.3
reservoir	16i.4
resident	9i.2
resign	1dd.3
resin	24c.2
resist	2f.4
resolution	10a.1
resolve	12d.1
resort	18a.3
respect	5o.1
respectful	13a.8
respiratory	23k.1
respond	10f.1
responsible	13b.5
responsibility	13b.3
rest	2b.5
restless	13c.2
restore	22f.5
restaurant	21d.3
result	39a.1
retain	36f.2
retina	23e.2
retire	1dd.3
retort	10f.1
retreat	21c.1
return	2i.2
revenge	5e.1
revenue	28c.1
revere	5o.1
reverse	2x.3
review	53b.5
revive	33d.6
revolt	10b.1
revolution	33c.2
revolve	2x.2
revolver	8n.3
reward	28a.5
rewrite	15i.2
Rhode Island	18c.1
rhyme	15d.1
rib	23j.1
ribbon	17g.1
rice	6j.3
rich	28e.2
Richmond	18d.1
rickets	37b.1
rid	2i.5
ride	11g.1
rider	11g.2
ridge	14b.1
ridge	20d.2
ridicule	10b.9
ridiculous	26d.5
rifle	8n.3
rift	20c.3
right	14e.2
right	26a.3
rightful	26a.3
rightly	31f.1
rigid	57a.2
rim	14b.1
ring	17g.5
ring	19e.1
rink	21g.2
riot	33c.2
rip	17i.4
ripe	6L.3
ripen	6k.3
ripple	16b.1
rise	2o.2
risk	56b.2
rival	9g.3
river	16f.1
riverside	16g.2
rivet	8h.1
road	11h.1
roadside	11h.1.1
roadway	11h.1
roam	2g.6
roar	19c.1
roast	6k.1
rob	36e.4
robber	9g.5
robe	17c.3
robin	4j.1
robot	8L.2
rock	29b.2
rocker	30d.3
rocket	11d.3
rod	22d.3
rodent	4f.3
rodeo	51b.4
role	1a.2
roller	8j.3
romp	48a.1
roof	30b.3
room	30a.1
rooster	4j.3
root	24e.2
rope	8h.4
rose	24d.3
rot	6k.3
rotate	2x.2
rotation	2x.1
rotor	11f.4
rotten	6L.4
rough	57a.3
roughly	3j.1
round	32b.3
roundworm	4k.2
route	11h.3
rove	2g.6
rover	9h.2
row	11g.1
rowboat	11e.7
rubber	24c.2
rubbish	41a.1
ruby	29b.1
rudder	11f.3.1
rude	5g.1
ruffle	17b.3
rug	30e.2
rugged	43a.1
ruin	33a.3
rule	15h.1
ruler	3c.1
rumble	33c.1
rumor	10b.11
run	48a.1
runaway	9h.2
runner	1d.4
runt	9j.1
runway	11h.10
rural	20b.4
rush	7j.3
rust	29d.1
rustle	19e.1
rustler	9g.5
rut	20c.3
rye	6j.3

S

sac 4L.7
sack 22a.7
sacred 13j.1
sacrifice 36b.2
sad 5h.2
saddle 4n.1
sadly 31d.1
sadness 5h.1
safari 2g.2
safe 28f.1
safe 56b.4
safety 56b.1
sag 2p.3
sage 9L.1
sail 11g.1
sailboat 11e.6
saint 9f.3
salad 6d.6
salary 28a.3
sale 28d.3
salesman 1m.2
saliva 23i.1
salivary 23k.1
salmon 4h.2
salt 6g.2
Salt Lake City 18d.1
salute 44c.1
same 27a.3
sample 3f.4
San Antonio 18d.1
sand 29e.2
sandal 17e.1
sandpaper 8e.7
sandwich 6d.5
San Francisco 18d.1
sanitation 41b.2
Santa Fe 18d.1
sap 24c.2
sardine 4h.2
sash 17g.1
satellite 20h.5
satin 17k.3
satisfactory 26a.4
satisfy 5L.3
saturate 16b.7
Saturday 7e.2
Saturn 20h.3
satyr 4c.2
saucepan 8m.2
saucer 8m.6
saunter 48a.2
sausage 6e.1
save 33d.7
savings 28a.1
savior 9k.1
saw 8e.5
sawdust 29e.2
sawmill 21e.2
say 10c.2
scale 3c.1
scallop 4i.3
scalp 23b.1
scamper 48a.1
scan 15i.5
scant 3g.13
scar 23b.4
scarce 55a.1
scarcely 3j.6
scarcity 3g.11
scare 5b.2
scarf 17g.1
scatter 2s.5
scene 47a.2
scene 53a.2
scenery 47a.4
scent 17L.1
scheme 12b.2
scholar 9L.1
scholarship 28a.5
school 21f.1
schoolhouse 21f.1
schoolroom 21f.1
schoolyard 20g.1
schooner 11e.6
science 1L.2
scientific 1L.2.1
scientist 1k.1
scissors 8e.5
scoff 10b.9
scold 10b.9
scoop 8g.5
scooter 11a.4
scorch 52c.3
scorn 5e.2
scornful 5g.1
scour 41b.1
scout 1f.3
scow 11e.5
scowl 60a.1
scramble 2s.5
scrap 3f.5
scrapbook 15g.1
scrape 8g.2
scraper 8e.7
scratch 8g.2
scrawny 43a.5
screech 19c.3
screen 30c.2
screw 8h.1
screwdriver 8e.2
scribble 15i.1
scribe 1q.1
script 15b.2
scripture 15c.4
scroll 15g.3
scrub 41b.1
scud 40b.2
scuff 8g.2
scuffle 33c.1
sculptor 1g.1
sculpture 47d.2
scum 16e.2
scurry 7j.3
scurvy 37b.1
scuttle 11g.1
scythe 8e.5
sea 16f.3
seacoast 16g.2
seafaring 11e.9
seafood 6b.3
seagoing 11e.9
seal 4h.1
seam 17b.2
seaman 1v.1
seaport 16i.1
search 12c.2
seashore 16g.2
season 7d.1
seat 30d.3
seatbelt 11f.2
Seattle 18d.1
seaway 11h.9
seaweed 24e.1
second 3h.1
second 7c.3
secondary 3h.1.1
secrecy 42b.1
secret 42b.2
secretary 1o.2

section 3f.3
sedan 11a.2
sediment 16e.1
sedimentary 29c.1
see 53b.1
seed 6j.4
seed 24d.2
seek 5q.1
seem 50e.1
seemingly 31b.1
seems to 50d.1
seep 16b.1
seethe 5e.3
segment 3f.3
seismograph 3c.1
seize 36e.4
seldom 7k.6
select 12j.1
selection 12j.1.1
self 9a.1
selfish 5q.2
sell 28d.2
seller 1m.2
seminary 21i.1
senator 1c.1
send 2i.4
senior 9d.3
señor 9c.2
sensation 5a.1
sensible 12k.3
sensibly 31g.1
sensitive 13a.3
sensory 23k.1
sentence 35b.1
sentry 1t.2
separate 2w.1
separate 27c.2
September 7e.1
sequence 3b.1
sequoia 24b.1
serf 1f.4
series 25a.1
serious 5i.2
seriously 31a.1
serpent 4c.1
servant 1z.1
serve 6k.2
service 13b.3
session 25e.2
set 2i.6
setting 47a.3
settle 2b.5
settlement 18a.3
settler 9i.1
seven 3h.3
seventeen 3h.3
seventeenth 3h.1
seventh 3h.1
seventy 3h.3
several 3g.5
severe 55a.2
sew 17i.2
sewage 41a.1
sewer 30c.1
shabby 57b.3
shack 21k.1
shade 38c.1
shadow 38c.1
shady 38c.1.1
shaft 20c.2
shaggy 57a.5
shake 2L.1
shale 29a.5
shall 50c.1
shallow 32f.2
sham 10b.11
shame 5d.1
shape 22f.4
shape 32a.1
share 36a.3
sharecropper 1f.4
shark 4h.1
sharp 32e.1
sharpen 32e.2
shatter 33a.3
shave 8g.2
shawl 17f.2
she 45a.1
sheath 17h.1
shed 21k.1
she'd 46e.1
sheep 4e.4
sheer 17j.1
sheet 30f.1
sheik 1c.3
shelf 30d.4
shell 4i.3
she'll 46c.1
shellfish 4i.2
shelter 21a.1
shepherd 1f.3
sheriff 1j.1
she's 46d.1
shield 17h.1
shift 2m.1
shilling 28c.2
shimmer 38b.1
shine 38b.1
shingle 22c.2
shiny 38a.4
ship 2i.4
ship 11e.1
shipbuilding 11e.8
shipload 22a.5.1
shipment 22a.5.1
shipwreck 11e.8
shipyard 16i.1
shirt 17c.1
shiver 2L.1
shoal 16f.2
shock 5b.1
shoe 17e.1
shoemaker 1n.1
shoot 33b.2
shop 21e.1
shopper 1m.1
shore 16g.2
short 32f.1
shortage 3g.11
shorten 2r.2
shortly 7h.2
shorts 17c.2
shortstop 1d.3
shotgun 8n.3
should 50c.1
shoulders 23a.2
shouldn't 46a.1
shout 19c.3
shovel 8e.6
show 10c.1
show 47a.2
shred 8g.3
shrewd 12k.1.1
shrewdly 31g.1
shriek 19c.3
shrill 19a.5
shrimp 4i.2
shrine 21i.1
shrink 2r.2
shrivel 2r.2

shroud 17f.2
shrub 24a.1
shrug 44c.1
shuck 6k.2
shudder 2L.1
shuffle 48a.3
shut 2u.1
shutter 30b.4
shy 13L.1
sibling 9n.6
sick 37a.1.1
sickle 8e.5
sickness 37a.1
side 14b.1
sidewalk 11h.8
sideways 14c.2
siege 33c.3
sieve 8m.3
sift 6k.2
sigh 19c.5
sight 53a.2
sign 15i.2
signature 15a.2
silence 19a.1
silent 19a.5
silhouette 32a.1
silicon 29a.3
silk 17k.3
silkworm 4k.2
sill 30b.4
silly 5k.2
silt 16e.1
silver 29a.1
silver 58a.1
silverware 8m.1
similar 27a.3
similarity 27a.1
simmer 6k.1
simple 55b.6
simplify 56a.1.1
simply 31a.1
simply 3j.2
simultaneously 7i.4
since 7h.3
since 39b.1
sincere 13b.5
sincerity 13b.1
sinew 23j.2
sing 15d.2.1
singe 52c.e
singer 1g.2
single 3g.12
singular 3g.14
sink 16b.6
sip 6m.3
sir 9c.2
sire 1c.3
siren 19b.2
sisal 24d.5
sister 9n.6
sit 2q.1
site 20a.2
situation 51a.3
six 3h.3
sixteen 3h.3
sixteenth 3h.1
sixth 3h.1
sixtieth 3h.1
sixty 3h.3
size 3a.1
sizzle 52c.3
skate 17e.1
skate 34b.3.1
skater 1d.4
skating 34b.3
skeletal 23k.1
sketch 15i.3
ski 17e.1
ski 34b.3.1
skid 2m.1
skier 1d.4
skiing 34b.3
skill 5r.1
skillful 12k.4
skim 15i.5
skin 23b.1
skinny 43d.1
skip 48a.1
skipper 1v.1
skirt 17c.3
skull 23c.1
skunk 4e.8
sky 20h.2
skyline 32a.2
skyrocket 11d.3
skyscraper 21a.1
skywards 14i.6
slab 3f.5
slam 2u.1
slam 19e.1
slap 44a.3
slash 8g.4
slat 22c.2
slate 29b.2
slaughter 33b.2
slave 1t.1
slay 33b.2
sled 11c.1
sledge 8e.4
sleep 12e.4
sleet 16a.2
sleeve 17b.3
slender 43d.1
slice 3f.5
slice 8g.4
slick 16b.8
slide 2m.1
slight 43d.1
slight 3j.5
slim 43d.1
slime 16e.1
sling 8n.5
sling 37f.3
slingshot 8n.5
slip 2m.1
slipper 17e.1
slippery 16b.8
slit 8g.4
slither 48b.2
sliver 3f.5
slogan 15f.2
slope 20d.2
sloppy 43b.1
slosh 16b.2
sloth 4e.6
slouch 2p.3
slow 7j.6
slow 13c.1
slug 4i.4
sluggish 13c.1
sluggish 7j.6
slum 18a.5
slumber 12e.4
slump 2p.3
slush 16a.4
sly 12k.1.1
smack 44a.3
small 3a.2
smart 12k.1.1
smash 33a.4
smear 41a.2
smell 17L.1
smell 60b.1

smile 60a.1
smog 16d.3
smoke 52d.2
smokestack 30b.1
smokey 52d.2.1.
smolder 52c.4
smooth 57a.2
smother 2f.5
smudge 41a.2
snack 6a.3
snail 4i.4
snake 4c.1
snap 2n.1
snapper 4h.2
snapshot 47d.2
snare 4o.4
snarl 19d.1
sneak 48b.2
sneer 60a.1
sneeze 60b.1
snicker 19c.4
sniff 60b.1
snip 8g.3
snooze 12e.4
snore 19c.2
snore 60b.1
snort 19d.1
snout 4L.4
snow 16a.3
snowball 16a.3.1
snowfall 16a.3
snowflake 16a.3
snowman 16a.3.1
snowplow 11c.1
snowstorm 40b.1
snug 5L.5
snuggle 44b.3
so 3k.2
so 39b.1
soak 16b.7
soap 41c.2
soar 4o.1
sob 19c.5
sober 5i.2
soccer 34b.1
socialist 9o.1
society 25c.5
sock 17e.1
sod 29e.1
soda 6h.1
sodium 59a.3
sofa 30d.3
so far 7h.2
soft 57a.2
soften 57a.6
softball 34b.1
soggy 16b.8
soil 29e.1
solar 20h.3.1
solemn 5i.2
solid 57a.2
solitude 42b.1
solo 47b.4
soloist 1g.2
solve 12d.1
somber 5i.2
some 45e.1
somebody 45e.1
someday 7f.1
someone 45e.1
somersault 34d.2
something 45e.1
sometimes 7k.6
somewhat 3j.5
somewhere 14d.1
son 9n.6
song 15d.2
songbird 4j.2
sonnet 15d.1
soon 7h.1
soot 52d.2
soothe 5L.4
soothe 10d.2
sore 37c.2
sorority 25b.4
sorrow 5h.1
sorrowful 5h.2
sorry 5h.2
sort of 3j.4
so that 39b.1
soul 9f.2
sound 19a.1
soup 6h.3
sour 6L.2
sourdough 6g.1
south 14e.1
South America 18b.3
South Carolina 18c.1
South Dakota 18c.1
southeast 14e.1
southeastern 14e.1.1
southern 14e.1.1
southward 14e.1.1
southwest 14e.1
southwestern 14e.1.1
sow 29f.1
sow 4e.5
soybean 6j.3
space 20h.2
spacecraft 11d.3
spade 8e.6
spaghetti 6d.1
Spain 18b.4
span 11h.5
spaniel 4b.3
spank 44a.3
spare 26d.1
spark 52c.2
sparkle 38b.1
sparrow 4j.1
sparse 3g.13
spatter 16b.2
spawn 54a.5
speak 10a.2
speaker 1e.2
spear 8f.2
spearhead 39a.3
special 55a.1
specialist 9L.1
specifically 3j.2
specimen 3f.4
speck 3f.1
speckle 3f.1
spectacles 17d.2
spectacular 26c.5
spectator 9h.3
speed 7j.1
speedy 7j.4
speedometer 3c.1
spell 15i.2
spend 28d.1
sphere 32b.1
spherical 32b.3
spice 6g.2
spider 4k.2
spike 8h.1
spill 16b.3
spin 2x.2
spinach 6j.1
spinal 23j.1.1
spindle 8j.3
spine 23j.1
spinster 9b.1

spiral 32b.2
spire 30b.3
spirit 9f.2
spiritual 13j.1
spit 60c.1
spite 5e.1
splash 16b.2
splint 37f.3
splinter 3f.1
split 2w.1
spoil 6k.3
Spokane 18d.1
sponge 4i.1
spongy 57a.5
sponsor 1b.4
spool 8j.3
spoon 8m.1
spoonful 3e.5
spore 24d.2
sport 34a.1
sportscaster 1e.1
sportsman 1f.1
spot 14a.2
spot 53b.1
spouse 9n.7
spout 16c.2
sprawl 2q.2
spray 16b.2
spring 7d.2
spring 48d.1
Springfield 18d.1
springtime 7a.1
sprinkle 16b.1
sprinkler 16c.1
sprint 34d.1.1
sprinting 34d.1
sprout 24d.2
spruce 24b.1
spur 17e.1.1
spurt 16b.2
sputter 2L.2
spy 53b.7
squadron 25d.2
square 32c.1
squash 6j.2
squat 2q.1
squaw 9b.1
squawk 19d.1
squeak 19e.1
squeal 19c.3
squeeze 44b.1
squid 4i.5
squint 53b.3
squire 1c.3
squirrel 4f.3
squirt 16b.2
stab 8g.4
stable 4m.1
stack 25a.4
stadium 21g.1
staff 22d.3
stag 4e.2
stage 47a.4
stagecoach 11a.3
stagger 48a.3
stain 41a.2
stairs 30b.5
stairway 30b.5
stale 6L.4
stalk 24e.2
stall 4m.1
stallion 4e.2
stamen 24d.2
stammer 19c.6
stamp 48c.1
stampede 4o.3
stand 48e.1
standard 42a.2
standstill 2b.1
stanza 15d.1
star 9k.1
star 20h.4
starch 6g.1
stare 53b.4
starfish 4i.1
starlight 38a.1
starling 4j.2
start 2c.1
starter 8b.2
startle 5b.2
starvation 37a.2
starve 6n.2
state 10c.2
state 18a.6
statement 10a.1
statesman 1c.1
static 2b.1.1
station 21j.1
stationary 2b.1.1
statue 47d.2
staunch 13h.1
stay 2b.3
stay 50e.1
steadfast 13h.1
steady 55b.3
steak 6e.1
steal 36e.4
steamboat 11e.4
steamer 11e.4
steamship 11e.4
steed 4e.2
steel 29a.1
steep 32h.1
steeple 30b.3
steer 4e.3
stereo 8d.4
sterilize 41b.3
stern 13h.1
steward 1v.1
stewardess 1v.1
stick 2v.7
stick 22c.2
stiff 57a.2
stiffen 57a.6
stifle 2f.5
still 27d.4
stillness 2b.1
stilt 22d.4
stimulate 39a.3
stimulus 39a.2
sting 4o.1
stir 16b.4
stirrup 4n.1
stitch 17i.2
St. Louis 18d.1
stockade 21c.2
stocking 17e.1
stockman 1f.3
stockyard 4m.1
stomach 23h.1
stomp 48c.1
stone 29b.2
stony 57a.3
stool 30d.3
stoop 2q.1
stop 2f.1
stopper 22b.1
store 21d.2
storehouse 21k.1
storeroom 21k.1
storm 40b.1
story 15b.2
storyteller 9g.1

stout 43d.2
stove 8d.1
straddle 48e.1
straight 32d.2
straighten 32f.3
strain 33b.3
strand 16g.2
strange 55a.2
strangely 31c.1
stranger 9h.1
strap 8h.4
straw 24e.4
strawberry 6i.3
stray 2g.6
streak 41a.2
stream 16f.1
street 11h.1
streetcar 11a.5
strength 43a.3
strengthen 22f.5
stress 10c.5
stricken 37a.1.1
strict 13h.1
strictly 31a.5
stride 48a.2
strike 44a.3
string 8h.4
strip 32d.1
stripe 32d.1
stroke 44a.1
stroll 48a.2
strong 43a.2
strong 57b.2
stronghold 21c.1
structure 21a.1
struggle 1dd.1
strut 48a.2
stubborn 13h.1
stubby 3a.2
student 1i.1
studio 21e.1
stuffs 6b.2
stumble 48a.3
stump 24c.1
stun 33b.3
stunt 34e.1
stupid 12k.1.2
stupidity 12k.1
sturdy 43a.2
stutter 19c.6
style 17a.2
sub 11e.3
subheading 15a.2
subject 12b.1
submarine 11e.3
submit 10g.4
subsequent to 7g.5
subsequently 7h.2
subset 3f.3
substance 22e.1
substitute 27a.5
subtract 49d.1.2
subtraction 49d.1
suburb 18a.5
subway 11a.3
succeed 26b.1.1
success 13g.1.1
success 26b.1
successful 13g.1
such 3k.2
suck 60c.1
sudden 7j.5
suffer 5h.3
sufficiently 3j.4
suffix 35b.2
sugar 6g.2
suggest 10e.3
suggestion 10g.1
suggestion 12g.1
suit 17a.1
suitable 26a.4
suitcase 22a.10
sulfate 59a.3
sulfide 59a.3
sulfur 29a.3
sulfuric 59a.1.1
sullen 5i.2
sultan 1c.3
sultry 40e.1
sum 49b.2
summarize 25a.5
summary 15c.6
summer 7d.2
summertime 7a.1
summon 10f.2
sun 20h.3
sunburn 37e.1
Sunday 7e.2
sundial 7b.1
sundown 7c.2
sunflower 24d.3
sunlight 38a.1
sunny 40e.1
sunrise 7c.1
sunset 7c.2
sunshine 38a.1
super 26c.2
superb 26c.2
superficially 31b.1
superintendent 1b.3
superior 26c.2
superlative 35b.3
supermarket 21d.2
superstition 12L.1
supervise 10g.5
supervision 10g.5.1
supervisor 1b.3
supper 6a.1
supplies 6b.2
support 2k.2
support 5o.3
support 10g.3
support 10d.3
suppose 12a.3
supposedly 31b.1
supreme 26c.2
sure 3k.2
sure 13e.1
sure 42c.1
surely 31a.1
surf 16f.4
surface 20a.2
surge 16b.2
surgeon 1u.1
surgery 37f.1
surprise 5j.2
surrender 36b.2
surround 2x.5
survey 12a.3
surveyor 1k.2
survival 54b.1
survive 54b.2
suspect 10f.4
suspect 12j.2
suspend 2b.2
suspense 5d.2
suspension 2b.2.1
suspicion 5n.3
suspicious 13p.1
swagger 48a.2
swallow 6m.1
swamp 16f.1
swan 4j.4

swap 36a.3
swarm 4o.1
sway 2x.4
swear 10b.4
sweat 23i.1
sweater 17c.1
sweep 41b.1
sweet 6L.2
sweetness 6L.2.1
sweets 6c.4
swell 2s.2
swelter 52a.4
swerve 2x.4
swift 7j.4
swim 16b.6
swim 34b.3.1
swimmer 1d.4
swimming 34b.3
swing 34c.3
swirl 2x.4
swish 19e.1
switch 8j.1
swollen 32g.1
swoop 4o.1
sword 8f.2
swordfish 4h.1
syllable 35b.2
symbol 35c.2
symbolize 12i.2
sympathetic 13a.3
sympathize 5L.4
sympathy 5L.2
symphony 47b.2
synonym 35b.4
syrup 6c.1
system 25a.1

T

table 30d.2
tablecloth 30f.1
tablespoon 8m.1
tablespoonful 3e.5
tablet 15g.3
tabletop 30d.2
tack 8h.3
tackle 34c.4
tactful 13a.8
tadpole 4d.1
tag 15a.2
tail 4L.5
tail 11f.4
tailor 1n.3
take 2i.1
tale 15b.2
talent 5r.1
talk 10a.2
talkative 10a.4
tall 32f.1
tally 49d.1.2
tame 5L.3
Tampa 18d.1
tan 58a.1
tangerine 6i.4
tank 22a.9
tanker 11e.2
tanner 1f.1
tannery 21e.2
tap 44a.2
tape 22g.1
taper 32e.2
tapestry 30e.4
target 34c.1
tariff 28b.1
tarnish 29d.1
tarpaulin 22b.2
tart 6c.2
task 1a.3
tassel 17g.1
taste 6L.1
taste 6m.1
tasty 6L.2
tatter 17i.4
tavern 21d.3
tax 28b.1
taxation 28b.1
taxi 11a.3
taxicab 11a.3
tea 6.h1
teach 12g.2
teacher 1i.1
teak 24b.1
teakettle 8m.2
teakwood 22c.1
team 25b.5
teammate 9e.1
teamwork 34c.5
teapot 8m.2
tear 17i.4
tear 23i.1
tease 10b.9
teaspoon 8m.1
teaspoonful 3e.5
technically 31b.1
technician 1x.1
technique 12h.1
teeth 23d.1
telecast 10c.3
telegram 15f.1
telegraph 15f.1
telegrapher 1bb.1
telephone 19b.1
telescope 8k.1
teletype 8L.2
television 8d.4
tell 10c.1
teller 1s.1
temper 5e.1
temperate 52a.3
temperature 52a.1
temple 21i.1
temporary 7k.2
tempt 10e.1
ten 3h.3
tenant 9i.2
tend 29f.1
tender 13a.3
tendon 23j.2
Tennessee 18c.1
tennis 34b.2
tense 5d.3
tension 5d.2
tent 21b.3
tenth 3h.1
tepee 21b.3
tepid 52a.3
term 7d.1
terminal 8L.2
terminal 21j.1
termite 4k.2
terrace 20g.1
terrain 20a.3
terrible 26d.2
terribly 3k.2
terrier 4b.3
terrific 26c.5
terrify 5b.2
territory 20a.3
terror 5b.1
terry 17k.3
test 10f.3
testament 15c.4

testimony	10a.1
test tube	22a.4
tether	8h.4
Texas	18c.1
text	15c.1
textbook	15c.1
texture	57a.1
than	27d.2
thankful	13a.4
thankfully	31d.1
that	3i.2
that	45c.1
thatch	24e.4
that is	27b.3
that's	46d.1
thaw	16b.5
the	3i.1
theater	21g.1
their	45b.1
theirs	45b.1
them	45a.1
theme	12b.1
then	7h.2
then	39b.3
theoretically	31b.1
theory	12d.5
therapist	1i.2
there	14d.1
therefore	39b.2
there's	46d.1
thermometer	3c.1
these	3i.2
they	45a.1
they'd	46e.1
they'll	46c.1
they're	46f.1
they've	46b.1
thick	32f.2
thicket	20e.1
thicken	32f.3
thickness	32f.2.1
thief	9g.5
thigh	23g.2
thin	32f.2
thing	22e.1
think	12a.3
third	3h.1
thirst	6n.1
thirsty	6n.1.1
thirteen	3h.3
thirteenth	3h.1
thirty	3h.3
this	3i.2
thong	8h.4
thorium	29a.4
thorough	13b.7
thorough(ly)	3k.1
those	3i.2
though	27d.4
thought	12a.1
thoughtful	13a.3
thousandth	3h.1
thrash	44a.3
thread	17k.2
threadlike	17j.1
threat	10b.7
threaten	10b.10
three	3h.3
thresh	29f.1
thrill	5j.3
thrive	54b.3
throat	23d.2
throb	2L.2
throne	1c.2.1
throng	25b.1
throttle	8b.2
through	14h.3
throughout	14h.3
throw	2j.1
thrust	2j.1
thud	19e.1
thumb	23f.2
thumbtack	8h.3
thump	19e.1
thunder	40b.4
thunderbolt	40b.4
thunderhead	40b.4
thunderstorm	40b.4
Thursday	7e.2
thus	39b.2
tick	19e.1
ticket	28c.3
tickle	44a.1.2
tidal	16f.4.1
tidbit	6a.3
tide	16f.4
tidewater	16f.4
tidy	43b.2
tie	17g.1
tiger	4b.1
tighten	2v.7
tights	17c.2
tile	22d.1
till	29f.1
timber	22c.1
time	7a.1
times	7k.5
timid	13L.1
tin	22d.1
tinderbox	22a.3
tinker	1n.3
tinkle	19e.2
tint	58a.3
tiny	3a.2
tip	14i.3
tiptoe	48a.2
tire	11f.1
tiresome	56a.3
tis	46d.1
tissue	23b.1
title	15a.1
to	14g.1
to	39b.1
toast	6d.3
toaster	8d.1
toboggan	11c.1
today	7f.1
toddler	9d.1
toe	23g.1
toil	1dd.1
token	28c.2
Toledo	18d.1
tolerance	54b.1
tolerate	54b.2
toll	28b.1
tomahawk	8f.1
tomato	6j.1
tomboy	9b.2
tomorrow	7f.1
tom-tom	47c.1
ton	3e.3
tone	19a.6
tong	8m.3
tongue	23d.1
tonight	7c.2
too	3k.2
too	27b.2
too…to	39b.2
tool	8e.1
tooth	23d.1
toothbrush	41c.3
toothpaste	41c.3
toothpick	41c.3

top 14i.3
Topeka 18d.1
topic 12b.1
topple 2p.1
torch 38d.1
torment 33b.5
tornado 40b.3
torpedo 8n.2
torrent 40b.2
torso 23a.1
tortilla 6d.3
tortoise 4c.3
torture 33b.5
to some extent 3j.5
toss 2j.1
tot 9d.1
total 49b.2
totally 3k.1
tote 2i.1
totem 21m.1
touchdown 34c.4
tough 57a.2
toupee 23b.3
tour 2g.2
tourist 9h.1
tournament 34a.2
tow 2k.1
towel 30f.1
tower 21a.1
town 18a.3
townspeople 9i.2
trace 15i.1
track 2h.2
track 11h.6
tract 20a.1
tractor 11b.1
trade 36a.3
trader 1m.2
tradition 12L.1
traditional 42a.2
tragedy 40d.2
tragic 26d.4
tragically 31d.1
trail 11h.8
trailer 11a.6
train 11a.5
trainer 1d.5
trait 5r.3
traitor 9i.4
tramp 48c.1
trample 48c.1
tranquilizer 37f.2
transfer 2i.4
transform 27c.3
transfusion 37f.1
transistor 8L.1
translate 10j.1.2
translation 10j.1
transmission 8b.2
transmit 10c.3
transmitter 8L.1
transparent 38c.2
transplant 2i.4
transplant 37f.1.1
transport 11g.3
transportation 11g.3.1
trap 4o.4
trapeze 34c.3
trapezoid 32c.1
trapper 1f.1
trash 41a.1
travel 2g.2
tray 8m.6
treacherous 56b.3
tread 48a.2
treason 13n.1.1
treasure 28a.2
treat 6a.3
treatment 37f.1
treaty 15h.2
tree 24a.1
treeless 20b.5
treetop 24c.1
tremble 2L.1
tremendous 26c.5
trench 20c.2
Trenton 18d.1
trial 1y.1.1
triangle 32c.1
triangular 32c.1.1
tribal 25c.6.1
tribe 25c.6
tribesman 9i.2
tribune 1c.1
tributary 16f.1
tribute 28a.4
trick 12g.4
trick 34c.1
trickle 16b.1
tricky 13m.1
tricycle 11a.4
trigger 8j.1
trillion 3h.3
trimmer 8e.5
trio 25b.2
trip 2g.2
tripod 8j.4
triumph 36d.3
triumphant 36d.3.1
troop 25d.2
trooper 1j.1
trophy 28a.7
tropical 20b.2
tropics 20c.1
trot 48a.1
trouble 56b.2
troublesome 56a.3
trough 22a.9
trousers 17c.2
trout 4h.2
truce 10d.1
truck 11a.2
trudge 48a.2
true 26a.3
truly 31a.1
trumpet 47c.1
trunk 11f.2
trunk 23a.1
trust 5n.1
trustworthiness 13b.1
trustworthy 13b.5
truth 26a.1
truthfully 31a.1
tub 22a.9
tube 22d.2
tuberculosis 37b.1
tuck 36f.2
Tuesday 7e.2
tuft 23b.3
tug 11e.5
tugboat 11e.5
tulip 24d.3
tumble 2p.1
tumor 23b.4
tuna 4h.2
tune 15d.2
tungsten 29a.3
tunic 17c.1
tunnel 11h.5
turbine 8b.3
turf 29c.1
turkey 4j.3
turn 2x.4

turnip 6j.1
turnpike 11h.1
turquoise 29b.1
turtle 4c.3
tusk 4L.6
tutor 1i.1
TV 8d.4
twain 3g.9
twelfth 3h.1
twelve 3h.3
twentieth 3h.1
twenty 3h.3
twice 3g.9
twice 7k.4
twig 24c.1
twilight 7c.2
twin 27a.3
twinkle 38b.1
twirl 2x.2
twist 2x.4
twist 32b.2
twister 40b.3
twitch 2L.2
two 3g.9
two 3h.3
type 3f.2
typewriter 15g.2
typical 42a.2
typically 31c.1
typist 1o.2
tyrant 9g.5

U

ugh 10k.1
ugly 43c.3
umbrella 17g.2
umpire 1d.5
unattractive 43c.3
unavailable 14L.2
unbearable 26d.3
unbroken 53b.3
uncertain 42c.2
unchanged 55b.3
uncle 9n.9
uncomfortable 5d.3
uncommon 55a.1
unconscious 12e.2
uncontrolled 13o.1
uncover 22g.2
undeniably 31a.1
under 14j.1
underbrush 24a.2
underdeveloped 20b.4
underfoot 14j.1.2
undergo 2d.2
undergo 27c.3
underground 14j.1.2
undergrowth 24a.2
underline 15i.4
underlying 26c.1
underneath 14j.1
undersea 16h.1
underside 14j.1.1
understand 12g.6
understandably 31c.1
underwater 16h.1
undiscovered 42b.2
undisturbed 5L.5
undoubtedly 31a.1
uneasy 5d.3
uneasy 56a.3
uneducated 12k.1.2
unequal 27c.2
unexpectedly 31c.1
unfair 13m.1
unfaithful 13m.1
unfamiliar 42b.2
unfasten 2w.2
unfavorable 26d.3
unfinished 55b.5
unfit 26d.3
unfold 17i.1
unfortunate 26d.4
unfortunately 31d.1
unfriendly 5g.1
unhappily 31d.1
unhappy 5h.2
unicorn 4c.2
unicycle 11a.4
uniform 17a.1
uniform 55b.3
unimportant 26d.1
unique 55a.1
unite 2v.2
United States 18b.4
universal 42a.1
universe 20h.2
university 21f.1
unjustly 31f.1
unkind 5g.1
unknown 42b.2
unlike 27c.2
unlikely 42c.2
unlimited 3g.4
unload 22g.2
unlock 22g.2
unluckily 31d.1
unpack 22g.2
unpleasant 5g.1
unquestionably 31a.1
unravel 22g.2
unreasonably 31g.1
unrest 5h.1
unroll 22g.2
unsafe 56b.3
unscrew 2w.2
unscrupulous 13m.1
unselfish 13a.7
unsettled 13o.1
unskilled 12k.4
unstable 13o.1
unsteady 13o.1
untie 22g.2
until 7h.3
until then 7g.2
until...then 39b.4
unwind 2w.2
unwisely 31g.1
up 14i.6
uphill 14i.6
upland 14i.6
upper 14i.4
upright 14i.5
upriver 16h.1
uproar 19c.1
uproot 2s.6
upset 5i.1
upside down 14i.5
upstairs 14i.6
upstream 16h.1
up to now 7g.2
upward 14i.6
uranium 29a.3
Uranus 20h.3
urchin 9d.2
urge 10e.2
usable 26c.7
usage 1dd.4
used to 50e.1
useful 26c.7
usefulness 26c.7.1

useless 26d.1
usher 1z.1
usual 7k.1
usual 42a.1
Utah 18c.1
utensil 8e.1
utter 10a.2
utter(ly) 3k.1

V

vacant 32g.1
vacation 51b.1
vacationer 9h.1
vaccination 37f.1
vaccine 37f.2
vacuum 41c.1
vagabond 9h.2
vague 38e.2
vain 13e.1
valentine 15f.1
valley 20c.1
valuable 26c.6
value 5o.1
valve 16c.2
van 11a.2
vanilla 6c.4
vanish 2g.5
vapor 17L.2
variation 27c.1
variety 3g.2
various 3g.2.1
vary 27c.3
vase 30e.4
vast 3a.3
vat 22a.9
vault 28f.1
vegetables 6b.3
vegetation 24a.2
vehicle 11a.1
vein 23i.2
velocity 7j.1
velvet 17k.3
vendor 1m.2
vent 30b.4
ventricle 23i.2
venture 42c.3
Venus 20h.3
verb 35b.4
verbose 10a.4
verdict 12j.1.1
Vermont 18c.1
verse 15d.1
version 3f.2
vertebrae 23j.1
vertex 3d.2
vertical 14c.1
very 3k.2
vessel 11e.1
vessel 23i.2
veteran 9d.3
veterinarian 1k.1
vibrate 2L.2
vibration 2L.2.1
vice president 1c.4
vicious 5f.1.1
victim 9g.5
view 53a.2
vigor 43a.3
vigorous 13b.6
village 18a.3
villager 9i.2
villain 9g.5
vine 24e.2
vinegar 6g.2
vineyard 20f.1
violent 5f.2
violin 47c.2
violinist 1g.2
virgin 9b.1
Virginia 18c.1
virtually 3j.7
virtue 26a.1
virus 37b.2
vision 12e.3
vision 53a.2
visit 2g.7
visitor 9h.1
visor 17d.2
visual 53a.2.1
visualize 12a.2
vitamin 37f.2
vivid 38a.4
vocal 10a.4
voice 23d.2
voiceless 19a.5
volcanic 20b.3.1
volt 3e.2
volume 15c.6
volume 32f.1.1
vote 51c.2
voter 51c.2.1
vow 10i.1
vowel 35b.2
voyage 2g.2
vulture 4j.5

W

wad 25a.4
waddle 48a.2
wade 16b.6
wage 28a.3
wagon 11a.6
wail 19c.5
wait 2b.3
waiter 1aa.1
waitress 1aa.1
wake 12e.5
wake 54a.4
waken 12e.5
walk 48a.2
wall 30b.2
wallet 28f.1
wallop 44a.3
walnut 6j.4
walrus 4h.1
wand 8j.5
wander 2g.6
wanderer 9h.2
want 5q.1
war 33c.2
ward 9n.4
ward 21h.1
warden 1t.1
warehouse 21k.1
warfare 33c.2
warlike 5f.2
warm 52a.3
warmth 52a.3.1
warn 10b.6
warning 10b.7
warship 11e.3
wart 23b.4
was 50a.1
wash 41b.1
Washington 18c.1
Washington, DC 18d.1
wasn't 46a.1
wasp 4k.1
wasteful 13o.1

watch 7b.1
watch 53b.1
watchful 13p.1
watchman 1t.2
water 16a.1
waterfall 16f.1
watermelon 6i.1
watershed 16f.2
waterway 11h.9
watt 3e.2
wave 44c.1
waver 2L.2
wax 41b.1
way 11h.3
wayfarer 9h.2
we 45a.1
weak 57b.3
weak 43a.5
weakness 43a.5.1
wealth 28a.2
weapon 8n.1
wear 17i.1
weariness 37c.1
weary 12e.2
weasel 4e.8
weather 40a.1
weatherman 1e.1
weave 17i.3
weaver 1n.3
web 25a.3
wed 2v.2
we'd 46e.1
wedding 2v.3
wedge 8e.3
Wednesday 7e.2
wee 3a.2
week 7d.3
weekend 7d.3
weekly 7k.5
weigh 3b.1
weight 3b.1.1
weird 55a.2
welcome 10d.5
well 3k.2
well 37a.3
we'll 46c.1
were 50a.1
weren't 46a.1
west 14e.1
western 14e.1.1
westernmost 14e.1.1
West Virginia 18c.1
westward 14e.1.1
wet 16b.8
we've 46b.1
whack 44a.3
whale 4h.1
wharf 16i.3
what 45d.1
whatever 45d.1
what's 46d.1
wheat 6j.3
wheel 11f.1
wheelbarrow 11b.2
wheeze 19c.2
when 7i.3
when 45d.1
whenever 45d.1
when...then 39b.4
where 14d.1
where 45d.1
whereas 27d.2
where's 46d.1
where...there 39b.4
whereupon 39b.2
wherever 45d.1
which 45c.1
whichever 45d.1
while 7i.3
whilst 7i.3
whimper 19c.5
whine 19c.5
whinny 19d.1
whip 8n.6
whir 19e.1
whirl 2x.2
whisk 2i.3.1
whisker 4L.2
whisper 19c.6
whistle 19c.3
white 58a.1
whitewash 41b.1
whittle 8g.2
who 45c.1
whole 3g.3
whom 45c.1
whomever 45d.1
whoop 19c.3
whose 45d.1
why 45d.1
Wichita 18d.1
wick 38d.2
wicked 5f.1.1
wide 32f.1
widely 3k.1
widen 32f.3
widespread 42a.2
widow 9b.1
width 32f.1.1
wig 23b.3
wiggle 2L.2
wigwam 21b.3
wife 9n.7
wild 13o.1
wildcat 4b.1
wilderness 20e.1
will 50c.1
willing 13a.7
win 36d.1
wince 5c.1
wind 40b.3
windmill 21e.3
window 30b.4
windpipe 23d.2
windshield 11f.2
wine 6h.2
wing 11f.4
wingspan 11f.4.1
wink 53b.3
winner 1d.1
winner 36d.5
winter 7d.2
wintertime 7a.1
wintry 40e.1
wipe 41b.1
wire 22d.2
wireless 8L.1
Wisconsin 18c.1
wisdom 12k.1
wise 12k.1.1
wisely 31g.1
wish 5q.1
wisp 3f.5
wistful 5h.2
wit 12k.1
witch 9f.5
with 14k.2.1
with 27b.1
withdraw 2g.4
wither 2r.2
without 27d.1
witness 1y.1
witty 13i.1

wizard 9f.5
woe 5h.1
wolf 4b.2
woman 9b.1
wonder 12a.3
wonderful 26c.5
wonderland 18a.2
won't 46a.1
wood 22c.1
woodchuck 4f.3
woodcutter 1f.5
woodland 20e.1
woodpecker 4j.1
woodsman 1f.5
wool 17k.3
woolen 17k.3.1
word 35b.1
work 1dd.1
worker 1a.1
workman 1a.1
workmen 1a.1
workshop 21e.1
world 20h.1
worm 4k.2
worn 7f.4
worry 5d.2
worship 10d.6
worth 28a.2
worthless 26d.1
worthwhile 26c.4
would 50c.1
wouldn't 46a.1
wound 37e.1
wow 10k.1
wrap 22g.1
wrap 44b.3
wrapper 22b.1
wrath 5e.1
wreck 33a.4
wreckage 33a.4.1
wren 4j.1
wrench 8e.2
wrestler 1d.4
wrestling 34b.4
wretched 5i.3
wring 44b.1
wrinkle 17i.4
wrist 23f.1
wristwatch 7b.1
write 15i.2
writer 1e.2
writing 15b.1
wrong 26a.5
wrongly 31f.1
wry 13i.1
Wyoming 18c.1

Y

yacht 11e.6
yak 4e.7
yam 6j.1
yank 2k.1
yap 19d.1
yard 3e.1
yard 20g.1
yardstick 3c.1
yarn 17k.2
yawn 19c.2
year 7d.3
yearling 4d.1
yearn 5q.1
yeast 6g.1
yell 19c.3
yellow 58a.1
yelp 19d.1
yes 10k.2
yesterday 7f.1
yet 27d.1
yield 10g.4
yoke 4n.1
yolk 6f.1
you 45a.1
you'd 46e.1
you'll 46c.1
youngster 9d.2
your 45b.1
you're 46f.1
yours 45b.1
youth 9d.2
you've 46b.1
yowl 19d.1

Z

zebra 4e.7
zigzag 32d.1
zinc 29a.3
zip 17i.1
zipper 17b.1
zone 20a.3
zoo 4m.1
zoom 19e.2

Appendix C
Commonly Confused Terms

Affect, effect *Affect* is a verb meaning "to influence." *Bad weather affects my mood. Effect* is either a verb or a noun. When used as a verb, it means "to bring about." *He effected a change through his persistence.* When used as a noun, it means "result." *The effect of the storm was felt for days.*

Ain't *Ain't* is nonstandard and is unacceptable in writing unless used in dialogue. However, it is becoming more widely accepted in informal spoken language.

All, all of In many cases the *of* in *all of* can be dropped. However, this is not true when a pronoun follows immediately: *all the dignitaries, all of them.*

Alot, a lot Although pronounced as one word, *a lot* is written as two words.

Already, all ready *Already* is an adverb meaning something has occurred prior to a stated time. *He has gone already. All ready* is a phrase expressing the state of being prepared. *He was all ready.*

Alter, altar *Alter* is a verb meaning "to change something." *They altered their plans. Altar* is a noun meaning "a table used for worship." *The altar was covered with flowers.*

All right, alright *All right* is correct. *Alright* is unacceptable.

Amidst, amongst These are acceptable but infrequently used substitutes for *amid* and *among.*

Amount, number *Amount* should be used with mass nouns (nouns that cannot be counted). *The amount of cash she had was amazing. Number* should be used with count nouns (nouns that can be counted). *The number of people I saw was amazing.*

Anyplace, anywhere In spoken language, these can be used interchangeably. In written language, *anywhere* is preferred because it is more formal.

Assent, ascent *Assent* is a verb meaning "to approve." *Ascent* is a noun signifying the act of climbing. *Will your parents assent to your ascent of the mountain?*

Awful, awfully *Awful* is commonly used colloquially to mean "very bad" (*an awful person*). *Awfully* is an intensifier used before adjectives (*awfully pretty, awfully nice*). Both are informal.

Awhile, a while These forms can be used interchangeably. *He waited a while. He waited awhile.*

Bath, bathe Commonly confused spelling. *Bath* is a noun. *Bathe* is a verb.

Being as, being that Both phrases are nonstandard forms for *since* or *because.* It is better to avoid them in formal writing.

Beside, besides Both are prepositions but with different meanings. *Beside* means "at the side of." *He stood beside his mother. Besides* means "in addition to." *Who else besides Joni is coming?*

Between, among *Between* is used to express a relationship between two things. *It was between Mary and Bill to decide the winner. Among* is used when there are more than two elements. *He was very popular among members of the team.* However, *between* can also be used to express interrelationships between several elements when they are considered individually rather than as a group. *He traveled frequently between Boston, New York, and Chicago.*

Breathe, breath, breadth *Breathe* is a verb meaning "to take in air." *Breathe deeply. Breath* is a noun meaning "an exhalation of air." *She stopped to catch her breath. Breadth* is a noun meaning "distance" or "width." *What is the breadth of the room?*

Burned, burnt Both forms are acceptable alternatives for the past tense and past participle of *burn*.

Can, may Technically, there is a difference in meaning between these two verbs. *Can* means "ability to do something." *May* means "permission to do something." However, it is becoming acceptable to use *can* for both meanings.

Cannot, can not These are interchangeable. Both are acceptable in written language.

Cite, site *Cite* is a verb meaning "to refer to" or "quote." *Cite the source of your information. Site* is a noun meaning "a place or location." *This is the site of our new house.*

Continual, continuous Although the distinction gradually is being lost, these two adjectives have different meanings. *Continual* refers to a series of events. *His back pain has been continual for two years. It happens to him about twice a month. Continuous* refers to an event that occurs without interruption. *His back pain has been continuous for three hours. The pain has not stopped during that time.*

Credible, creditable, credulous *Credible* means "believable." *His story was credible. Creditable* means "worthy of credit." *His efforts were creditable. Credulous* means "gullible." *You have to be extremely credulous to believe a story like that.*

Desert, dessert *A desert* is a large expanse of dry land. *Dessert* is something sweet eaten after the main course of a meal.

Discreet, discrete *Discreet* means "cautious." *Be discreet in what you say. Discrete* means "separate" or "distinct." *Reading and writing are discrete skills.*

Dissent, descent *Dissent* is a verb meaning "to differ in opinion." *The senator for Texas dissented from his colleagues. Descent* is a noun meaning "the act of coming down from a high place." *The descent of Everest is treacherous.*

Disinterested, uninterested Although some dictionaries consider these words interchangeable, they are not properly synonyms. *Disinterested* means "impartial." *We need a disinterested judge to make the debate fair. Uninterested* means "having no interest." *I am uninterested in sports.*

Divulge, disclose Both words mean "to make known what was intended to be confidential." *Divulge* refers to sharing knowledge with a select group. *She divulged the secret of her friends. Disclose* usually refers to a general sharing of information. *The Senator disclosed new information to the reporters.*

Each and every This phrase is redundant. *Each* or *every* should be used; not both.

Eminent, imminent *Eminent* means "distinguished." *He is an eminent guest. Imminent* means "about to happen." *The disaster was imminent.*

Ever so often, every so often Although very close in pronunciation, these phrases have different meanings. *Ever so often* means "very often." *We go to the movies ever so often, almost twice a week. Every so often* means "now and then." *We go to the movies every so often, usually only two or three times a year.*

Farther, further Once these two words had different meanings. Now they mean basically the same thing—distant—with *farther* the more commonly used form.

Fewer, less *Fewer* is used with count nouns. *He made fewer errors than I did. Less* is used with abstract and mass nouns. *I was less excited than he was.*

Former, latter Both are formal ways of referring to things already mentioned. *Former* refers to the first of two elements mentioned previously; *latter* refers to the second.

Formerly, formally *Formerly* is an adverb meaning "previously." *She was formerly a police officer. Formally* is an adverb meaning "in a formal fashion." *He dressed formally for the dance.*

Good, well These words can be used interchangeably when used as adjectives meaning "in a sound state of health." *I feel good. I feel well.* However, when *well* is used as an adverb, *good* cannot be used as its substitute. *He performed well.*

Had better, had best, you'd better All acceptable but awkward substitues for *should* or *ought.*

Had ought, hadn't ought These phrases are nonstandard and should be avoided.

Half a, half an, a half, a half a The first three are acceptable and can be used interchangeably. The fourth is not standard.

Hanged, hung The principal parts of *hang* are *hang, hung, hung. He hung the picture on the wall.* However, when referring to the death penalty, the principal parts are *hang, hanged, hanged. The murderer was hanged for his crimes.*

Have got to This phrase is used as a substitute for *must, should,* and *ought to.* Although acceptable in spoken language, it should be avoided in writing.

Hardly, barely, scarcely All three mean "not quite" and generally can be used interchangeably. Because all three have negative connotations, it is not correct to use another negative with them. For example, *hardly didn't know* and *scarcely never listens* are nonstandard.

If, whether The two conjunctions are used interchangeably after verbs such as *ask, doubt, know, remember, see,* and *wonder.* However, if an alternative is stated, *whether* is acceptable. *He didn't know whether to leave or stay.*

Imply, infer *Imply* means "to state indirectly, hint, or intimate." *What are you implying by your remarks? Infer* means "to draw a conclusion or make a deduction based on facts." *What do you infer from his remarks?*

Inability, disability *Inability* means "lack of ability." *His inability to speak before crowds hurt his campaign. Disability* means "a permanent lack of ability, usually due to a handicap." *Her disability was caused by an automobile accident.*

In regards to, with regards to Both are nonstandard. Correct forms are *in regard to* and *with regard to.*

Irregardless Nonstandard form of *regardless.*

Its, it's *Its* is the possessive form of *it. The car lost its wheel. It's* is the contraction for *it is. It's cold outside.*

Kind of, sort of Colloquial substitutes for *rather* or *somewhat.*

Lay, lie *Lay* means "to place." *Did you lay the book on the table? Lie* means "to recline." The past tense of *lie* is *lay,* which often causes confusion. *This morning I lay down for a nap.*

Lead, led *Lead* used as a verb means "to conduct." *He will lead the horse to water.* Although spelled the same, *lead* is pronounced differently when used as a noun. *Pencils have lead in them. Led* is the past tense of the verb *lead. He led the horse to water.*

Leave, let When the meaning is "allow to remain," these two words can be used interchangeably. *Leave me alone. Let me alone.*

Lend, loan Both are acceptable as verbs in spoken language. *Will you lend/loan me the money?* However, many writers and speakers prefer the use of *lend* as a verb and *loan* as a noun. *The bank will lend me money after I apply for a loan.*

Liable, likely, apt All three can mean *probable* and are considered interchangeable.

Lighted, lit Both are acceptable past tense forms of *to light. He lighted the candle. He lit the candle.*

Like, as In the past, *like* was considered a conjunction and *as* a preposition. That distinction is fading; *like* is now acceptable as a conjunction.

Lose, loose *Lose* is a verb meaning "to be unable to find something." *Did you lose your purse? Loose* is an adjective meaning "unfastened." *Some of the screws are loose.*

Maybe, may be *Maybe* is an adverb meaning "perhaps." *Maybe he will come. May be* is a verb phrase meaning "possibly will be." *He may be coming.*

Mighty It is acceptable to use *mighty* in spoken language to mean "very"—*mighty nice*. However, the usage is considered informal and usually is avoided in writing.

Miner, minor *Miner* is a noun meaning "one who works in a mine." *Minor* is an adjective meaning "of less importance" or "under legal age."

Moral, morale *Moral* is an adjective meaning "ethical." *He is a moral person. Morale* is a noun meaning "mental and emotional state." *His morale is always good.*

Muchly *Much* can be used either as an adjective or an adverb. The *ly* is unnecessary.

Must At one time *must* functioned as an auxiliary verb. *He must help us.* Now it is often used as a noun. *Visiting Disneyland is a must.*

Nowhere, nowheres, no place *Nowhere* is the most formal of the three. *Nowheres* is nonstandard and should be avoided. *No place* is used frequently in speech.

Of In speech, the verb *have* is sometimes replaced with *of—might of, would of.* In writing, this is nonstandard and should be avoided.

OK, okay These are variations of an acceptable spoken expression.

Pair, pare *Pair* is a noun meaning "two related objects." *These socks are a pair. Pare* is a verb meaning "to cut down or dimenish." *I pare the apples.*

Percent, percentage *Percent* usually is written as one word. *The interest rate is ten percent. Percentage* often is used as a substitute for *percent* to mean "fraction" or "portion." *A large percentage of people like music.*

Personal, personnel *Personal* is an adjective meaning "private." *This is a personal conversation. Personnel* is a noun meaning "employees." *I took the assignment because I like the personnel working on it.*

Practical, practicable *Practical* means "useful." *A hammer is a practical tool. Practicable* means "feasible." *His plan was practicable.*

Pretty As an adverb meaning "moderately," *pretty* is overused in speech and should be used sparingly in writing. *I was pretty happy.*

Proved, proven Both are acceptable past participal forms of *prove*.

Provided, providing These words are used interchangeably as subordinating conjunctions.

Quite, quiet *Quite* is an intensifier meaning "rather." *His home is quite nice. Quiet* is an adjective meaning "calm." *This is a quiet night.*

Real, really *Real* is an adjective. *Really* is an adverb.

Reason is because This is nonstandard and inappropriate in formal situations.

Rise, raise The principal parts of *rise* are *rise, rose, risen. Rise* is used when a person or thing elevates under its own power. *He rose from the chair to get a drink of water.* The principal parts of *raise are raise, raised, raised. Raise* is used when someone or something is increasing the elevation of someone or something else. *They raised me up from the chair because I was unable to walk.*

Shall, will Previously, *shall* was the only auxiliary verb that could be used with the pronoun *I* to express future tense. *I shall be there.* Now the auxiliary verb *will* has replaced *shall* almost totally.

Sit, set The principal parts of *sit* are *sit, sat, sat.* The principal parts of *set* are *set, set, set. Sit* is transitive; *set* is intransitive. *He set his cup on the table and then sat down to drink.*

Sure, surely *Sure* is an adjective. *I am sure I'm right. Surely* is an adverb. *That is surely a mistake.* In informal situations, *sure* is sometimes used as an adverb—*He sure can play the piano.* However, this use should be avoided in writing.

Than, then *Than* is a conjunction used in comparative statements. *He is taller than I am. Then* is an adverb designating time. *It happened then.* In speech, *then* often is substituted for *than* because of the similarity of sound. This is not acceptable in writing.

That, which, whom When used as a relative pronoun, *that* may refer to persons, animals, or things. *Which* may refer to animals and things, but not persons. *Who* (*whom*) may refer to persons only. When choosing between *that* and *which, that* should be used to introduce restrictive clauses. *Bring me the book that you read. Which* is used to introduce nonrestrictive clauses. *The book, which I had read before, was on the shelf.*

Their, there, they're, there's *Their* is the possessive pronoun form of *they. It is their house. There* is an adverb indicating place. *He lives there. They're* is the contracted form of *they are. They're friends of mine. There's* is the contracted form of *there is. There's gold in those hills.*

Though, although Both are acceptable forms when used as subordinating conjunctions and often are used interchangeably.

Thusly *Thus* is an adverb. The *ly* is unnecessary.

Type, type of *Type* is colloquial for *type of* and should not be used in formal situations.

Whether, weather *Whether* is a conjunction. (See *if, whether.*) *Weather* is a noun meaning "the state of the atmosphere." *Because the weather looked forbidding, he wasn't sure whether to go sailing.*

Whose, who's *Whose* is the possessive form of *who. Whose scarf is laying on the floor? Who's* is the contraction for *who is. Who's responsible for this mistake?*

Your, you're *Your* is the possessive form of *you. This is your first day on the job. You're* is the contraction for *you are. You're a fine swimmer.*